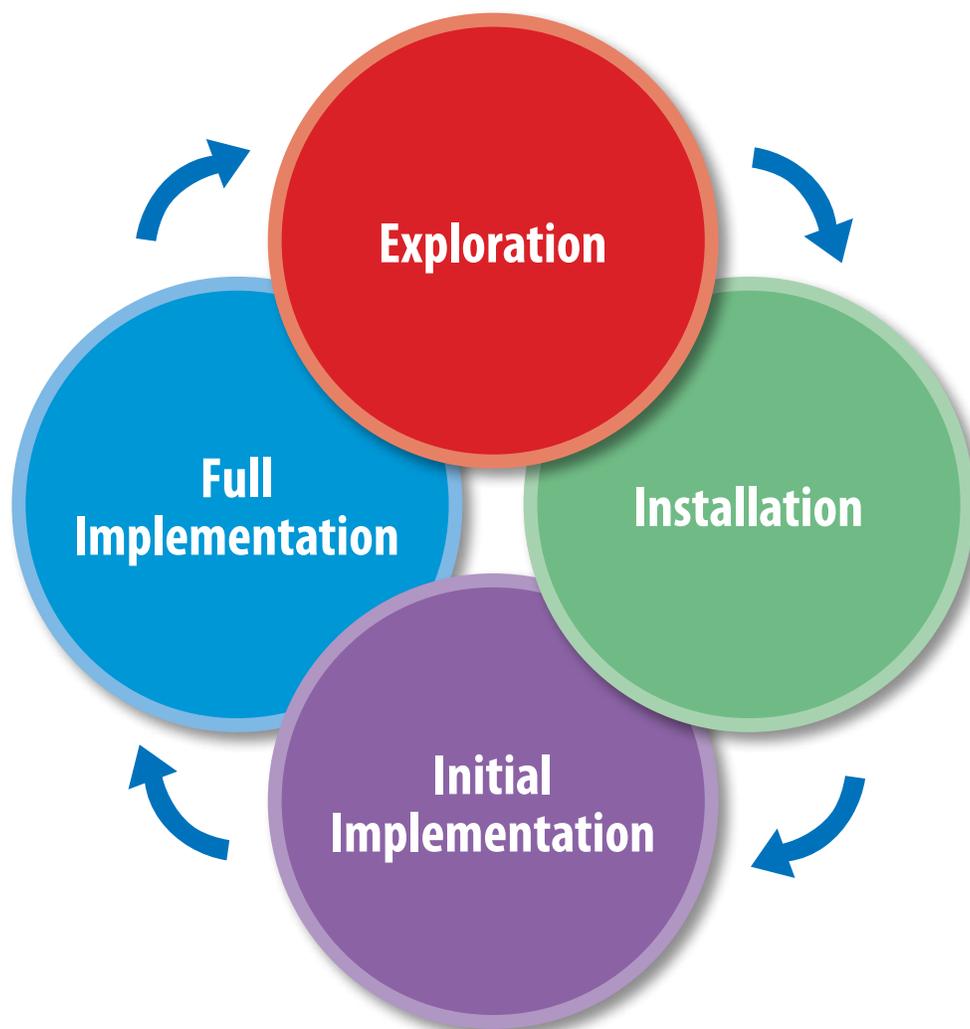


Wilson Implementation Network

Combining Evidence-Based Wilson® Programs
with Evidence-Based Implementation Practices

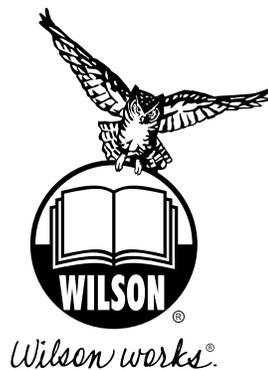
School Profile: Salisbury Elementary School (MA)



Wilson Implementation Network

Combining Evidence-Based Wilson® Programs
with Evidence-Based Implementation Practices

School Profile: Salisbury Elementary School (MA)



FIRST EDITION

Wilson Language Training Corporation

www.wilsonlanguage.com

**Wilson® Implementation Network:
Combining Evidence-Based Wilson® Programs
with Evidence-Based Implementation Practices**

FIRST EDITION

PUBLISHED BY:

Wilson Language Training Corporation

47 Old Webster Road

Oxford, MA 01540

United States of America

(800) 899-8454

www.wilsonlanguage.com

Copyright ©2014 Wilson Language Training Corporation

All rights reserved. Limited permission is granted to the purchasing party to photocopy select content where such permission is indicated for use with his or her student during their Wilson program only. Otherwise, no part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by information storage and retrieval system or network, without the express permission in writing from Wilson Language Training Corporation.

Content attributed in the text to the “National Implementation Research Network” or “NIRN” is used with permission of the National Implementation Research Network. None of the content attributed to the National Implementation Research Network may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by information storage and retrieval system or network, without the express permission of the National Implementation Research Network (nirn@unc.edu).

Printed in the U.S.A.

March 2014

Acknowledgments

Wilson Language Training and the National Implementation Research Network (NIRN) wish to thank Principal Jim Montanari and the staff at Salisbury Elementary School (Salisbury, MA) for their commitment to implementing Wilson® programs and support in sharing their experiences in this report.

We also wish to recognize and express our appreciation to the following individuals who co-authored this report:

- Dr. Michelle Duda, National Implementation Research Network, who shared her tremendous knowledge in the field of implementation science by authoring the sections of this report describing implementation science and its application at Salisbury Elementary School.*
- Linda Wernikoff, Wilson Language Training, whose comprehensive understanding of school systems and Wilson program implementation informed her writing about the Wilson® Implementation Network and the application of implementation science at Salisbury Elementary School.*
- Dr. Tim Odegard, Wilson Language Training, who drew upon his expertise in scientific research to collect and interpret the data from Salisbury Elementary School and author the student outcomes section of this report.*



Table of Contents

- Introduction to Implementation Science2**
 - Overview of Active Implementation Frameworks.....2
 - Overview of Stages of Implementation2

- About the Wilson Implementation Network (WIN).....4**

- Salisbury Elementary School (SES)5**
 - Application of Active Implementation Frameworks.....6
 - Assessing Students Outcomes..... 16
 - Conclusion 20

- References.....21**



Introduction to Implementation Science

To better meet students' needs, a school or district may implement a new program or set of practices. But introducing these creates a shift in the culture of the school or district. How the shift is managed makes all the difference. Implementation science provides the elements to successfully manage the use of new programs or practices.

Implementation science is a platform to help schools and districts apply programs with fidelity (as intended) and sustain those programs. Simply stated, it is important to understand:

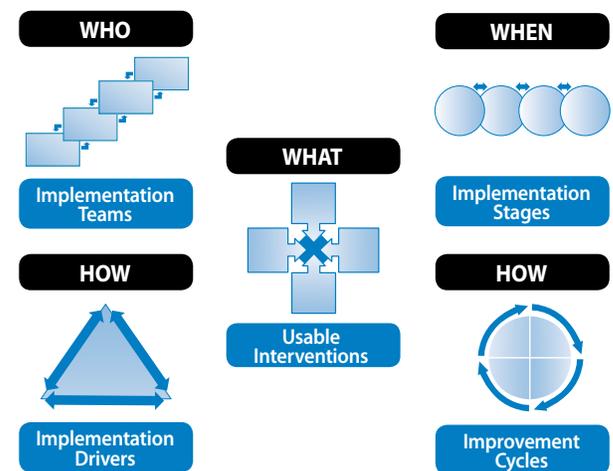
- **“What”** is the usable intervention being implemented?
- **“Who”** is accountable for ensuring the program is being delivered as intended?
- **“When”** is the organization ready to make the needed shifts to support the use of the program until it is fully embedded and has become “education as usual”?
- **“How”** do you create a system that will support and sustain these programs and practices?

These questions are integral to what is called the Active Implementation Frameworks. It is also important to understand why you are doing this: so that students can experience the benefits of effective programs and practices.

Overview of Active Implementation Frameworks

In 2005, the National Implementation Research Network (NIRN) released a monograph¹ synthesizing implementation research findings across a range of fields. Based on these findings, NIRN developed five overarching frameworks referred to as the Active Implementation Frameworks. These frameworks are depicted in Figure 1. In order to achieve sustainable and scalable programs/practices to improve outcomes for all students, the frameworks need to be fully integrated and applied across all levels of the education system.

Figure 1: Active Implementation Frameworks



Fixsen et al. (2005); National Implementation Research Network (2013)

Overview of Stages of Implementation

Fully integrating and applying each of the Active Implementation Frameworks is an implementation process. It is not an event, but rather occurs in stages. Someone must plan and negotiate the journey through these stages to engage and support teachers and administrators so that they make full, effective use of innovations² in educational settings.

1 Fixsen, D.L., Naoom, S.F., Blase, K.A., Friedman, R.M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Chapel Hill, NC: The National Implementation Research Network.

2 For the purpose of this document, the terms “intervention” (as in “usable intervention”) and “innovation” are used interchangeably. They refer to the “what” (what you are looking to implement—e.g., program or strategy) that will be implemented in a school or district.

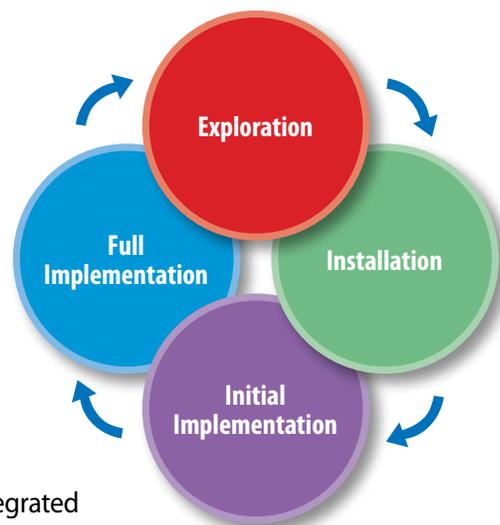
As a result, change at the classroom, school, district, or state level does not occur all at once. Starting with an awareness that implementation occurs in stages allows us to intentionally plan for change. When we pay attention to the stages of implementation we can:

- Match our activities to that stage and increase the likelihood of moving successfully through the stage and on to the next stage
- Prepare for the activities and challenges that we will face in the next stage
- Reduce wasted time and resources
- Increase the likelihood of sustained and improved use of educational practices

Research suggests it can take from two to four years to fully and successfully make an evidence-based program, practice, or effective educational innovation operational (Fixsen, Blase, Timbers, & Wolf, 2001; Panzano & Roth, 2006; Prochaska & DiClemente, 1982). The implementation process begins when a gap to improving outcomes for students is identified, and a process for selecting possible interventions to address that need is determined. Decisions are made at that point for what to adopt, how to support the new intervention, and how to sustain high-fidelity use of the practices so that all students can benefit. The process includes four stages comprising key components and processes that can lead to the long-term survival (sustainability) and continued effectiveness of any innovation in the context of a changing world. The four stages are:

- **Exploration**—Identifying the need for change, learning about possible interventions that may provide solutions, learning about what it takes to implement the innovation effectively, developing stakeholders and champions, assessing and creating readiness for change, and deciding to proceed (or not).
- **Installation**—Establishing the resources needed to use an innovation and the resources required to implement the innovation as intended.
- **Initial Implementation**—The first use of an innovation by teachers and others who have just learned how to use the innovation and who are working in school and district environments that are just learning how to support the new ways of work.
- **Full Implementation**—The skillful use of an innovation that is well integrated into the repertoire of teachers and routinely and effectively supported by successive building and district administrations.

Figure 2: Stages of the Implementation Process



The stages are not linear and each one does not have a crisp beginning or end. For example, there are times when an organization will move among stages due to changes in staff, funding, leadership, or unsuccessful attempts at employing the innovation with high fidelity.

Identifying the stage of implementation where the innovation lies allows for opportunities to provide targeted and developmentally appropriate support for staff, helps to manage expectations, and allows for more efficient use of resources.

About the Wilson Implementation Network (WIN)

To further sustainability of the Wilson® programs, the Wilson® Implementation Network (WIN) was created in 2012. The WIN³ encompasses selected schools and/or districts that are implementing one or more of Wilson Language Training's three programs—Wilson Foundations®, Wilson Just Words®, or the Wilson Reading System®—and have achieved improved outcomes for students.

Using the language of the Active Implementation Frameworks, the “what” or “Usable Intervention” in a WIN school is the adoption of Foundations, Just Words, and/or the Wilson Reading System. These research-based reading and spelling curricula for all ages are multisensory, structured curricula that can be integrated into a school or district’s multi-tiered system of support.

Foundations provides a carefully structured reading and spelling curriculum using engaging, multisensory techniques for grades K–3. Foundations thoroughly teaches the foundational skills and writing and language standards found in rigorous college- and career-ready standards such as the Common Core State Standards. Foundations is implemented as a phonics and spelling or word-study supplement to the core literacy program.

Just Words is a highly explicit, multisensory decoding and spelling program for students in grades 4–12 and adults who have mild to moderate gaps in decoding and spelling proficiency but do not require intensive intervention. The Just Words curriculum provides a sophisticated study of word structure appropriate for students beyond elementary school. It provides direct and explicit instruction of “how English works” for both decoding and spelling automaticity.

Wilson Reading System is based on Orton-Gillingham principles and is a highly structured remedial program for students in grades 2 and beyond requiring intensive intervention. The Wilson Reading System directly teaches the structure of the language to students and adults with a language-based disability or dyslexia and other students who have been unable to learn with other teaching strategies, or who may require multisensory learning instruction.

One of the main goals of the WIN is to identify and highlight the use of the Active Implementation Frameworks (i.e., the *WHAT, WHO, WHEN, HOW*) in these schools and districts.

The Wilson® Implementation Network serves 2 key functions:

- 1) To create a strategy for identifying current implementation capacity and implementation needs at these districts and schools
- 2) To use the knowledge attained to support the implementation of Wilson programs in other districts and schools

The purpose of the WIN Site Profiles is to tell the story of how a WIN school or district has implemented the core components of the selected Wilson program(s) within the Active Implementation Frameworks. The profiles describe activities during a defined snapshot in time in the implementation process.

³ For more information about WIN, please contact Dr. Paul Tortolani: PTortolani@wilsonlanguage.com.

Salisbury Elementary School (SES)

2011–2012

In this Site Profile, we highlight the implementation of the Wilson Foundations® program in Kindergarten through Grade 2.



Mission: *Salisbury Elementary School believes that when all members of the school community are committed to a common set of expectations and values, we will make substantial and significant progress toward those outcomes we want most for our children—Respect, Commitment, Enthusiasm, and Dedication.*

About the School

School Year: 2011-2012

District: Triton Regional School District, MA

Students:

- Title I school
- 625 students
- Grades: Pre K–6
- 11% identified with disabilities
- Average class size: 22 students

Staff: SES has a talented staff dedicated to supporting the school's values and providing a positive learning environment for all students. The teaching staff at SES includes:

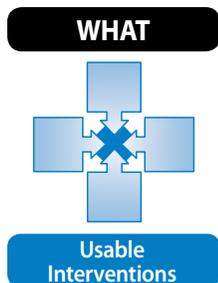
- 28 Classroom Teachers
- 2 Speech and Language Pathologists
- 1 Reading Specialist
- 1 Art Teacher
- 1 Music Teacher
- 15 Instructional Assistants
- 5 Special Education Teachers
- 1 Adjustment Counselor
- 1 Math Specialist
- 1 Technology Teacher
- 1 Physical Education Teacher

Note: Above is not reflective of actual Full Time Equivalency (FTE).

The Title I Team consists of a coordinator, 4 teachers, and 1 math tutor. Salisbury is also the home of the District's A.C.E. (Alternative Classroom Environment) program. The A.C.E. staff consists of a special education teacher, 4 instructional assistants, and a social worker.

Application of Active Implementation Frameworks

The “What”: Usable Interventions (Wilson Foundations Program)



Usable Interventions are the “non-negotiable” core components that are critical to building an implementation infrastructure. Usable interventions include: clear description of the intervention, essential functions, operational definitions, and performance assessments (NIRN, 2013).

Why was the Wilson Foundations Program selected?

A core value of SES is to ensure that ALL students are prepared for lifelong learning and have the basic building blocks to help them achieve their goals. School leadership recognized the importance of reading as a prerequisite for all other academic subjects and wanted to find the most cutting-edge programs available that have demonstrated consistently positive outcomes for students; this brought the team down the path of searching what was out there.

The Foundations® program was initially introduced to the school by the district in the 2008–2009 school year because Foundations fits into an RTI framework, which was simultaneously being adopted by SES, and because the Wilson Reading System® (WRS) and certified Wilson teachers were already in place for students in grades 2 and higher requiring intensive interventions. However, at that time, Foundations was only one of several reading programs.

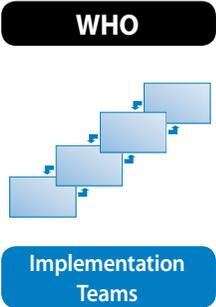
In 2009–2010, SES leadership connected with its district administrators to identify programs that would meet the needs of its students and could be sustainable at the school for years to come. After continued difficulty in addressing students' decoding problems, the school decided to strengthen its commitment to using Foundations as it addresses the identified student needs and implement the program using an RTI model:

- 1. Core (Tier 1):** Students who scored at or above benchmark were identified as making appropriate gains and were not at risk of developing future reading deficits. The instructional recommendation for these students was to provide them with a core reading curriculum that addressed the fundamental areas of reading; this included Foundations instruction.
- 2. Strategic (Tier 2):** Students who scored slightly below benchmark were identified as being at risk for continuing to struggle with reading and not make adequate gains moving forward. These students received a double dose of Foundations.
- 3. Intensive (Tier 3):** Students in grades K–1 who scored well below benchmark received intensive intervention through increased intensity (smaller group size) and duration (longer time per day or greater number of days per week) of Foundations instruction. Students in the second grade or above who scored well below benchmark received intensive intervention through the Wilson Reading System.

This period was the **Exploration Stage** of Implementation.

As part of the **Installation Stage** of implementation, SES successfully applied for and received grant funding for professional learning on Foundations®. In the **Initial Implementation Stage**, they received support directly from Wilson to assist in implementing Foundations with greater fidelity and develop the school’s capacity to self-sustain Foundations.

The “Who”: Implementation Teams



An Implementation Team consists of 3 to 5 members who are skilled in multiple areas associated with the tasks to be performed in the intervention, active implementation components, and data collection. This team is accountable for ensuring that all staff are supported in implementing Wilson Foundations with fidelity and that the system is facilitating this new way of work (NIRN, 2013).

Why was an Implementation Team helpful in the selection/use/sustainability of Wilson Foundations?

Figure 3: Implementation Team

SES Implementation Team	
Position	Role
Principal, Jim Montanari	Leader
Title I Coordinator	Wilson Foundations Facilitator and Presenter
Assistant Principal	Provide ongoing support to staff
Reading Specialist	Provide coaching and technical assistance to SES teachers
Tier 2 (Intervention) Teacher	Provide coaching and technical assistance to SES teachers
Wilson Implementation Team	
Wilson Literacy Advisor	Guide implementation of Wilson® programs
Wilson Literacy Specialist	Provide coaching and on-site support

In 2010-2011, SES formed an Implementation Team by bringing together selected school staff with a Wilson Literacy Advisor and a Wilson Literacy Specialist (see Figure 3). This group of individuals, with dedicated time, expertise, and enthusiasm to create a supportive learning environment for teachers and staff, helped move everyone onto the “same page.” Having individuals who were able to pay attention to any obstacles (i.e. scheduling) that got in the way of supporting teachers in the implementation of Foundations proved to be essential in helping individuals learn about the importance of this program, and when used as intended, the impact it has on student outcomes (see section on *Assessing Student Outcomes*). Since this team was well informed about all of the school’s programs and activities as well as the School Improvement Plan, they were able to identify when teachers were experiencing too many competing demands, allowing them to clarify classroom expectations. When professionals use an effective, evidence-based practice and clearly understand the expectations in order to use the practices successfully (Aarons, 2005), they are more likely to report job satisfaction and the school is less likely to experience staff turnover, which impact overall school culture and the dedication to learn how to implement good programs.



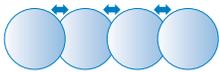
Lessons Learned

As stated by school Principal James Montanari and the school's Implementation Team:

“Get started and then get better” was the theme. Our team paid close attention to the data on our students, and also the data from our walkthroughs. Partnering with Wilson helped ensure that we were using the program as intended, but that took time. Due to the fact that we had key staff actively involved in the learning process, we were able to correct any ‘missteps’ that we made and create a system that all staff can benefit from. The other key lesson learned is that it is important to move key activities from being dependent on one person, without planning for other individuals to learn along the way. Moving forward, it will be important to have small teams that learn along with key individuals to ensure we can sustain all of the hard work that has brought us to where we are today.”

The “When”: Implementation Stages

WHEN



Implementation Stages

The implementation process is not linear. It is a mission-oriented process that typically takes 2–4 years and involves multiple decisions, actions, and corrections. The process includes four “Stages” (Exploration, Installation, Initial Implementation, Full Implementation) which will lead to the long-term survival and continued effectiveness of the new practice or system improvement. Conducting stage-appropriate implementation activities is necessary for successful service and systems change (NIRN, 2013).

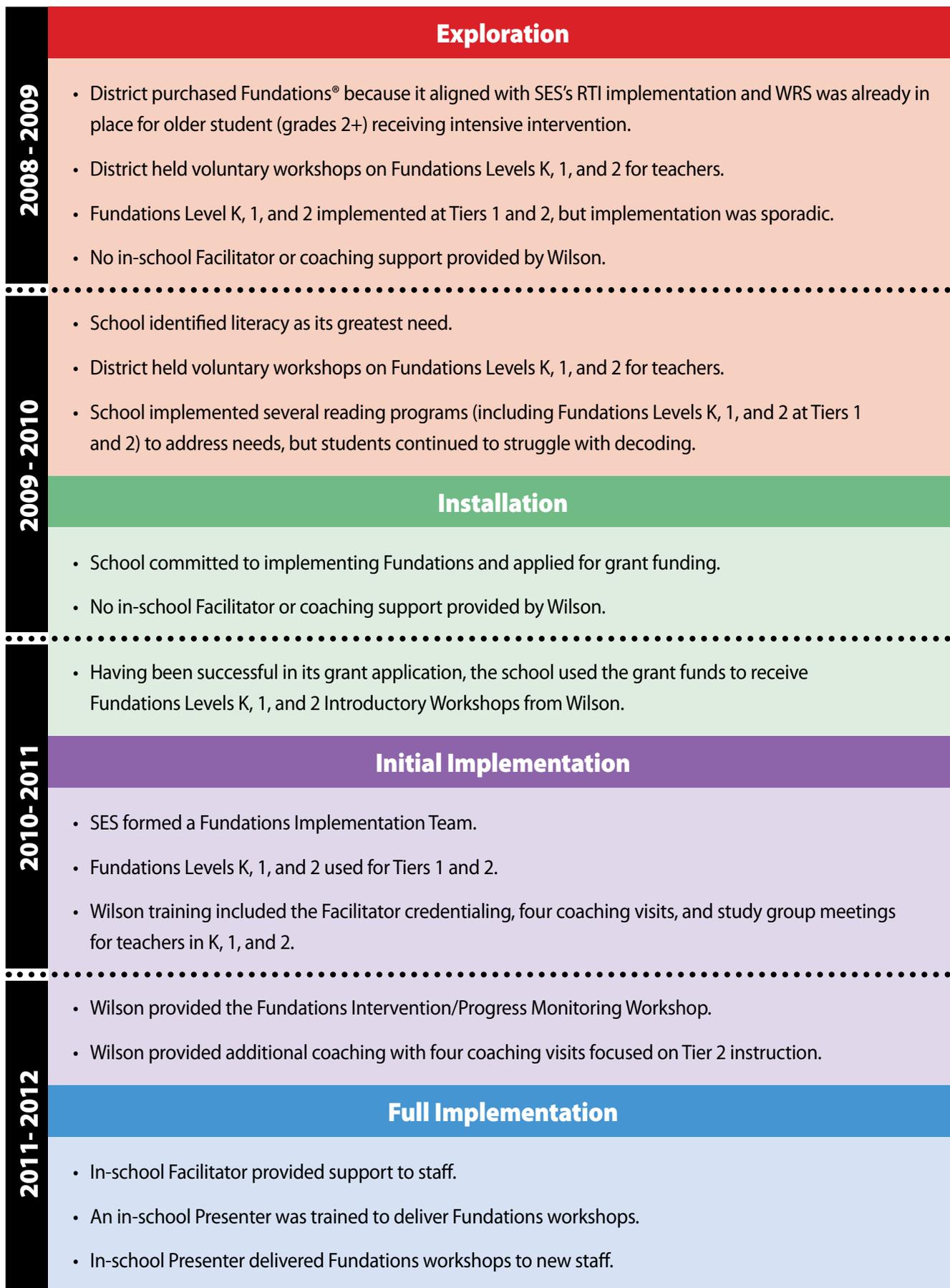
Implementation Timeline

In 2008–2009, the Triton School District provided some materials and voluntary training on Foundations®, but implementation was sporadic. The following year the school identified literacy as its greatest need and implemented many different reading programs, but it met with little success and many of the students’ decoding problems persisted. Based on its experience with Foundations and discussions with Wilson staff, the school decided in 2009–2010 to strengthen its commitment to using Foundations and successfully applied and was granted funding for professional learning on the program.

With the grant funding in place in 2010–2011, Wilson was brought in to provide professional learning, coaching, and other training and supports to assist in implementing Foundations with greater fidelity and develop the school’s capacity to self-sustain the programs. The school identified a teacher to serve as a Foundations Facilitator, and she received Facilitator training from Wilson. In 2011–2012, this teacher also received the Foundations Presenter credential.

By the end of the 2011–2012 school year, the school was in the **Full Implementation Stage** of Foundations. In this stage, teachers were in their second year of Foundations coaching, and the school had a trained Facilitator prepared to aid teachers in the implementation of Foundations in the classroom, along with other support structures. The new in-school Presenter was also in place to deliver Foundations workshops to new staff. The timeline in Figure 4 illustrates the progression of events that correspond to each stage of implementation.

Figure 4: Implementation Timeline



Reaching Full Implementation Stage

In 2011–2012, SES reached the **Full Implementation Stage** for Foundations®. Foundations is embedded in the learning culture at the school and has become “education as usual.” The SES Implementation Team continues to refine its practice and assess fidelity of instruction to avoid drift. Reading scores are constantly monitored and improved outcomes are being realized. Special attention is paid to bringing new teachers along with implementation and filling key administrator vacancies with people who have a strong reading background.

It should be noted that as data identifying new needs emerge and changes occur, schools may circle back to earlier stages of the implementation process. This occurred at SES. Based on its recent state assessment results, SES recognized the need to identify ways to improve comprehension and reading of informational text now that students have mastered the foundational reading skills. As such, SES has begun the **Exploration Stage** for innovations/programs that address this need and can be incorporated into the school’s overall literacy plan.

Lessons Learned



SES moved across the Stages of Implementation by systematically and intentionally combining the Wilson® programs with the Active Implementation Frameworks. The following highlights lessons and processes learned in earlier stages of implementation and institutionalized in the full implementation stage.

Developed a Standard Tier 1 Literacy Block

- The literacy block for all primary students was an uninterrupted 90–120 minutes in the morning.
- All students in grades K–3 received Wilson Foundations in Tier 1 as a word study block.

Developed Teacher Competencies

- Teachers were fully trained, with periodic implementation support and fidelity checks.
- School-based coaching was provided with the coach co-teaching alongside new teachers.
- Teachers were provided opportunities to observe peers and a more experienced teacher.

Developed a Master Schedule to Meet Student Needs

- In addition to an uninterrupted literacy and math block, the schedule provided for protected intervention time, a 45-minute period called WIN Time: “What I Need.”
- The schedule also provided staff with a half hour of collaborative planning time at the start of the day. This provided teachers opportunities to co-write lesson plans and study together, sending the message that everyone was in this together and it was okay to learn new things.

Identified Students Scoring Below Benchmark

- All students were screened with DIBELS® Next (Dynamic Indicators of Basic Early Literacy Skills) three times during the year. Students most “at risk” were scheduled for small group literacy intervention during WIN Time.
- ELA Intervention Programs included: Grades K–3: double dose of Wilson Foundations; Grades 1–2: Heinemann’s Leveled Literacy Intervention (LLI); and Grade 3: Scholastic Guided Reading Program Non-Fiction.

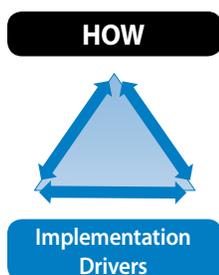
Held Data Meetings/Conducted Progress Monitoring

- The school collected data from multiple sources including Developmental Reading Assessment®, 2nd Edition (DRA2), DIBELS® Next, GRADE™ (Group Reading Assessment and Diagnostic Evaluation) assessments, Foundations® unit assessments, and Foundations probes for students receiving a double dose of Foundations.
- Each grade level had a designated data coach.
- Data meetings facilitated by data coaches were held once per month after school and once per month during the school day.
- Discussions were confidential. Staff celebrated student progress and used the data to make instructional decisions.

Reviewed/Revised Instruction:

- Based on data meetings, student groupings for intervention and frequency and intensity of interventions were changed as needed.

The “How”: Implementation Drivers



Implementation “Drivers” are key elements of capacity and infrastructure that influence a program’s success. The components are integrated and compensatory, meaning they work together. Weakness in one component can be made up by strengths in the others (NIRN, 2013).

Paying attention to and developing the “drivers” in a building, school or district help to:

- Develop, improve, and sustain educators’ competence and confidence to implement effective educational practices and supports (**Staff Competency Drivers**)
- Ensure sustainability and improvement at the organization and systems level (**Organization Drivers**)
- Guide leaders to use the right leadership strategies for the situation (**Leadership Drivers**) (NIRN, 2013)

Staff Competency Drivers

How did SES learn about the core components and skills needed to implement Wilson Foundations with fidelity?

During the **Installation Stage**, all staff implementing Wilson Foundations attended workshops conducted by Wilson Literacy Specialists. The workshops offered lectures, demonstrations, and hands-on practice. The objectives from the workshops included:

- Obtain background knowledge and understand the research base of the why and how of Foundations instruction
- Identify the skills taught in each Foundations level in the following areas: phonemic awareness, phonics and word study, high frequency/trick words, fluency, vocabulary, comprehension, handwriting, spelling, and punctuation
- Understand the instructional principles: explicit instruction, sequential and cumulative instruction, engaging multiple learning styles with multisensory instruction, repetition, and feedback
- Prepare a daily learning plan and practice lesson activity procedures for the specific Foundations level
- Build a learning-focused classroom that maximizes instruction time

Over time, the school developed its own capacity to provide training in Foundations®. The Title I Coordinator achieved Level I certification and also became both a Foundations Facilitator and Presenter.

In addition to program materials, teachers received fidelity checklists for each Wilson® program, access to the online learning community, and program pacing guides to keep them on track.

The Coaching Process

Wilson staff provided coaching during the **Initial Implementation Stage**. SES also created its own strategy for coaching new staff to ensure fidelity. In this strategy, an experienced Foundations staff member co-taught Foundations with a new teacher or one having significant issues with Foundations instruction.

In addition, in order to build internal capacity at SES, the Title I Coordinator participated in Facilitator development⁴, which included shadowing the Wilson Literacy Specialist during coaching visits. Wilson provided supports that adhered to best practices in coaching and played an active role in building new skills within the classroom. Running parallel to the coaching that was offered by the Wilson Literacy Specialist, SES leadership provided an important structure that allowed teachers time to learn these new skills and use Foundations with fidelity (as designed to maximize outcomes for students).

To support teachers during the initial implementation stage, intervention teachers and the Title I Coordinator pushed into classrooms to co-teach during Foundations instruction. In this way, they assisted teachers as they were learning the program. SES developed a weekly rotation schedule in which intervention teachers/Title I Coordinator visited classrooms to provide support. Teachers co-wrote lesson plans to address and eliminate misconceptions and build collegiality. The message was “we are learning together.”

The co-teaching continued typically for a month but could be longer depending on the situation. During co-teaching, the teacher might teach the lessons one week, and the intervention teacher/Title I Coordinator might teach the following week. The intervention teacher/Title I Coordinator would gradually release responsibility to the new teacher, eventually fading out of co-teaching. The school also used peer observations for new teachers, who observed an experienced Foundations teacher until they received their official training.

Improving literacy was a goal of the principal. As such, he filled his vacancies (e.g., assistant principals, interventionist, and Title I Coordinator) with individuals who had a strong reading background.

Teachers are provided with the time they need to concentrate on fidelity of instruction, one piece at time, so that they do not become overwhelmed.

Receiving support from an individual or team of individuals in the form of coaching is critical to a program's success. Research has taught us (Joyce & Showers, 2002) that moving from learning new skills in training sessions and actually using the new behaviors in a classroom is a set of new skills that needs to be supported. At SES, the leadership and Implementation Team recognized the important functions of coaching and partnered with a Wilson Literacy Specialist.

4 For more information about Wilson Foundations Facilitator Certification, please contact Dr. Paul Tortolani: PTortolani@wilsonlanguage.com.

Organization Drivers

SES had a strong data culture and an infrastructure to use data on a regular basis to inform decisions. There was a data team that had time allocated to collect and review data. Across all stages of implementation, data were collected from multiple sources including the following:

- DRA®2
- DIBELS® Next
- GRADE™
- Foundations® Progress Monitoring
- End of unit Foundations assessments
- Fidelity checklist

DIBELS Next was administered 3 times during the year. Every 2–4 weeks teachers administered the Foundations probes to students receiving Foundations double dose during Tier 2 intervention. Each grade level had a data coach selected by the principal. The data were distributed to the data coaches by grade level.

The district provided schools with one week of training on how to conduct data meetings. The school decided that data meetings should follow a PLC (Professional Learning Community) process, meeting monthly and facilitated by the data coaches, who were responsible for developing the agendas and recording meeting notes. Data coaches worked with both literacy and math data, and maintained the school's data room containing visible charts displaying students by level of need, using red, yellow and green categories. Data meetings were meaningful and related to teachers' needs, and all conversations were kept confidential. Also, nothing discussed at data meetings was used to negatively evaluate a staff member.

It is important to emphasize that SES had a high level of commitment. Staff reported that data meetings were extremely powerful. They celebrated progress and used the data to make instructional decisions. The student outcome data demonstrated that their commitment was making a difference.

To support teachers, the school used several strategies to develop a collaborative environment that included having intervention teachers and the Title I Coordinator push into classrooms, having teachers co-write lesson plans and having the intervention teachers/Title I Coordinator rotate visits among classrooms. During the first year of implementation, some teachers greatly resisted the Foundations program since they believed what they were previously using was better. After the first year, data was shared with teachers. When student data showed great improvement in some grades and not others, there was a major shift and all teachers came "on board."

Providing time for teachers to collaborate, co-write plans and study together sent the message that it was "OK" to learn new things and a culture of learning would be supported.

Leadership Driver

The principal realized that one cannot simply keep adding things to people's plates. Although the school district had many priorities, the principal established literacy instruction as the school's priority and developed a schedule that supported this priority. Feedback was elicited from internal and external individuals to develop the schedule. ELA, math, and the protected intervention time (WIN time: "What I Need") were prioritized in the new schedule, with science and social studies integrated into ELA and math. The schedule also provided a half hour of collaborative planning time at the start of the day. Obtaining input, and using teams to support teachers, achieved teacher buy-in for the new structures. According to Heifetz and Laurie (1997), different styles of leadership are needed to address different types of challenges that arise in educational settings.

Technical Leadership

Technical leadership is required when a problem is clear, the solution is fairly clear, and the responsibility for organizing the work is that of the leader. When the Triton Regional School District introduced Wilson Foundations® five years ago as a reading program option for its schools, all teachers received kits from the district and teachers were offered voluntary training in the program, but no other support was provided. At that time, the school was implementing many different literacy programs with little success. The Title I students received one reading intervention service and then went back to Title I for additional support. However, many of the students had decoding problems that were not effectively being addressed. So, when federal education monies for professional learning became available, the school wrote a grant for professional learning in Wilson Foundations. At the same time, the district began using DIBELS®.

SES began Foundations implementation in grades K, 1, and 2. The Title I Coordinator championed the program and supported teachers during implementation as previously described.

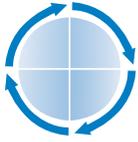
Adaptive Leadership

Adaptive leadership is required when perspectives are not aligned, the problem or problems are not clearly defined, and the solution is less than clear. The leader engages in strategies to help identify the solution, assess the broader context, and ensure that all voices are protected in the problem solving process.

At SES, the principal recognized that he would have to prioritize the many things on the teachers' plates. He established Foundations instruction as a school priority and developed a schedule to support students' needs—teachers received a copy of their grade-level schedule alone so they would not compare their schedules with those in the other grades. ELA, math, and a protected intervention time (WIN time) were prioritized in the new schedule, with science and social studies integrated into ELA and math. The schedule also provided a half hour of collaborative planning time at the start of the day. Providing time for teachers to collaborate and co-write plans and study together sent the message that it was okay to learn new things. To develop the schedule, the principal elicited feedback from internal and external individuals. This, combined with team support for teachers, helped develop teacher buy-in for the new structures. However, it was also clear that while feedback was elicited, the principal made the final decisions.

The “How”: Improvement Cycles

HOW



Improvement
Cycles

Improvement Cycles are purposeful processes of initiating and managing changes in education practices, school and district functions, and state supports for districts. Improvement cycles may be used to solve smaller challenges that may impact day-to-day activities through larger system challenges in which changes and modifications may be made over time (NIRN, 2013).

Throughout this document we present lessons learned and examples of how decisions were made systematically and intentionally to improve processes or plans. From data team strategies to scheduling, SES has demonstrated this core framework for creating buy-in, building readiness, and sustaining the program.

Keys to Success

- Vision: Creating a shared vision of student success.
- Leadership: Recruiting and hiring the right staff, creating a collaborative environment to support staff, and creating a master schedule to support RTI.
- Instruction: Improving evidence-based practices at Tier 1. Continuously assessing fidelity of instruction at Tier 1 and Tier 2.

Overcoming Barriers and Challenges

- Overcoming staff resistance to changing instruction and routines: Resistance dissipated over time as a result of data meetings, which clearly indicated students’ needs and revealed that what was done in the past was not working. In addition, establishing a collaborative environment with coaching and support were critical.
- Changing the Master School Schedule: Input was elicited from staff to establish buy-in.
- Sustaining the momentum and training for new staff: Building the school’s internal capacity to coach and assess fidelity of instruction was essential.

Assessing Students Outcomes

A combination of Wilson® programs and implementation science helped SES achieve positive student outcomes. Yet, SES did not fully realize the benefit of these programs overnight. Instead, it took several years for SES to fully implement Wilson programs, and improvements in student reading outcomes were achieved in response to increasing levels of support for the implementation of these programs.

To illustrate this point, reading scores are presented from kindergarten and first grade students attending SES during the 2010–2011 and 2011–2012 school years.⁵ During both school years, students' progress in reading was monitored using DIBELS® Next at the beginning, middle, and end of the school year. Instructional recommendations were made based on these scores to help ensure that students would make developmentally appropriate gains in reading. The curriculum and strategies were organized into three tiers:

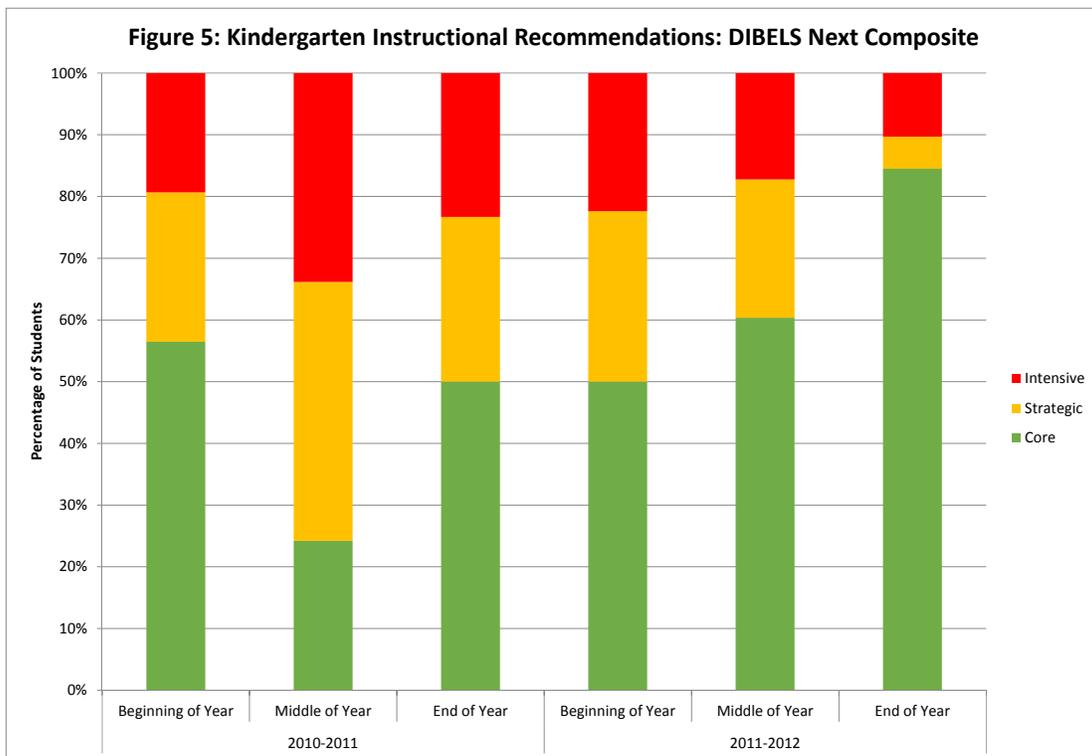
- 1. Core:** Students who scored at or above benchmark were identified as making appropriate gains and were not at risk of developing future reading deficits. The instructional recommendation for these students was to provide them with a core reading curriculum, including Foundations®, that addressed the fundamental areas of reading.
- 2. Strategic:** Students who scored slightly below benchmark were identified as being at risk for continuing to struggle with reading and not make adequate gains moving forward. These students were provided with a double dose of Foundations.
- 3. Intensive:** Students in grades K–1 who scored well below benchmark received intensive intervention through increased intensity (smaller group size) and duration (longer time per day or greater number of days per week) of Foundations instruction. Students in second grade or above who scored well below benchmark received intensive intervention through the Wilson Reading System®.

It is unremarkable for students' individual needs to change across a school year. However, improved implementation of a program should foster increased student gains in response to the program being implemented. As such, a greater numbers of kindergarten and first grade students should have achieved scores that meet criteria for "core" reading instruction when Foundations was being fully implemented (2011–2012) as opposed to when it was being initially implemented (2010–2011).

Kindergarten

Student benchmark data from the DIBELS Next were available for students receiving Foundations instruction during the 2010–2011 (62 students) and 2011–2012 (63 students) school years. The same three kindergarten teachers delivered instruction during both school years. These data were used to determine the Tier of instruction recommended for these students based on their DIBELS Next composite scores. The percentage of students recommended for core, strategic or intensive instruction at the beginning, middle and end of kindergarten are presented in Figure 5.

⁵ Inconsistencies in the collection of data from second grade students prevented these data from being reported.



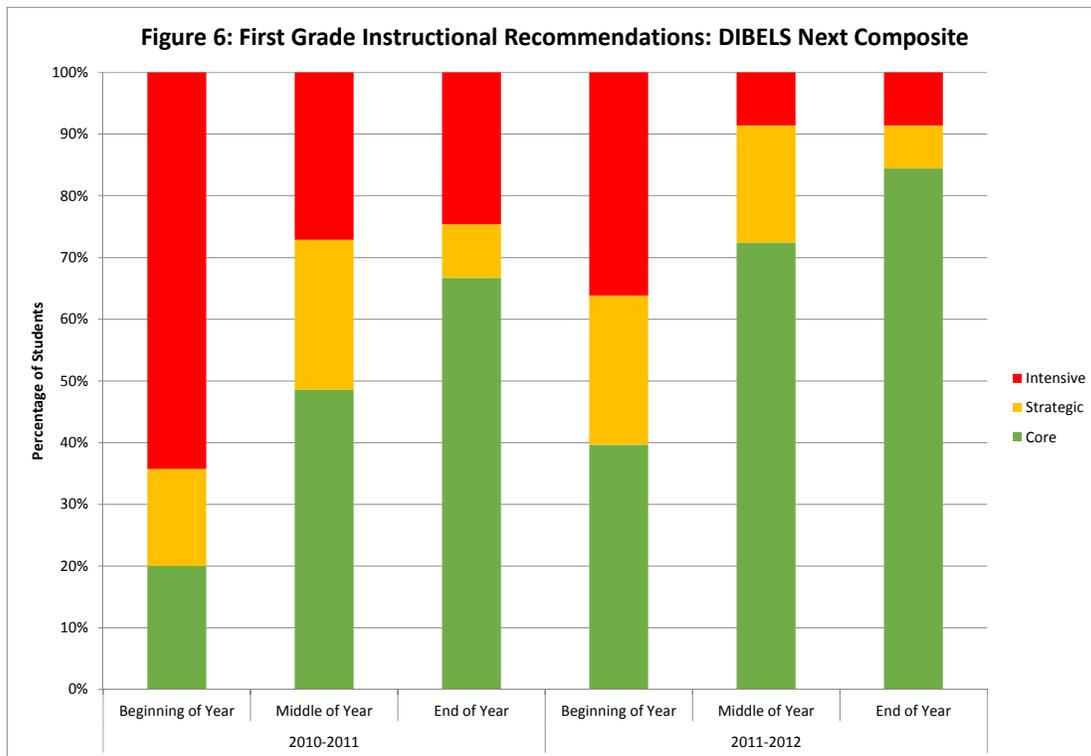
It is worth noting that when students entered kindergarten in each of the two school years, roughly the same percentages of students were recommended for core, strategic and intensive reading instruction. What differed between the two cohorts of students were the gains they achieved throughout the school year. As is evident by reviewing the figure, the kindergarten students receiving Foundations® during the school year that the program was being fully implemented (2011–2012) achieved greater gains than did the kindergarten students receiving the program during the initial implementation of the program (2010–2011).

Summary of Key Findings

- SES teachers demonstrated improved fidelity in their use of Foundations in the classroom when Foundations was being fully implemented (2011–2012) relative to when it was being initially implemented (2010–2011), as observed by Wilson coaches and during principal walk-throughs.
- SES kindergarten students, who experienced Wilson Foundations when it was being fully implemented (2011–2012), achieved greater gains than did kindergarten students, who experienced Foundations when the program was being initially implemented (2010–2011), based on a standardized early literacy test.
- By the end of the school year that Foundations was being fully implemented (2011–2012), the vast majority of kindergarten students met criteria for core instruction, indicating that their reading development was on track.
- During the year that Foundations was being fully implemented (2011–2012) fewer students qualified for or needed intensive reading support by the end of the year. As such, more class time could be devoted to core lessons because fewer students required intensive support. While at the same time, staff still provided intensive and customized reading instruction to those students who needed it the most.
- The end-of-year DIBELS® Next scores, obtained during the year SES was fully implementing Foundations (2011–2012), indicate a greater level of student readiness for first grade relative to the year that SES was initially implementing Foundations (2010–2011).

First Grade

First graders at SES also had the opportunity to experience the Wilson Foundations® program. DIBELS® Next scores were available for first grade students receiving Foundations during the 2010–2011 (70 students) and 2011–2012 (63 students) school years. The same four teachers delivered instruction to first grade students during both years. As with the data obtained from kindergarten students, the percentage of first grade students recommended for core, strategic or intensive instruction at the beginning, middle and end of the 2010–2011 and 2011–2012 school years are presented in the following figure.



Summary of Key Findings

- Consistent with the data obtained from kindergarten students, a greater percentage of students met criteria for core instruction by the end of the year that Foundations was being fully implemented as opposed to the year that it was being initially implemented.
- During the year Foundations was being fully implemented, most students fell into the core group and very few needed more strategic or intensive supports by the end of the school year.
- Fewer students qualified for or needed intensive supports by the end of the year. Again, what is important to note is that more class time could be devoted to core lessons because fewer students required intensive support. Staff still provided intensive and customized supports to students who needed it the most.
- The end-of-year DIBELS scores obtained during the year SES was fully implementing Foundations indicate a greater level of student readiness for second grade relative to the year that SES was initially implementing Foundations.

Interim Summary

These data document a steady growth in student outcomes from one stage of implementing Foundations® to the next during kindergarten, and illustrate that the gains in student achievement continued into first grade, as demonstrated by the DIBELS® Next scores. Furthermore, the data show that a greater proportion of students who entered first grade met criteria for core instruction during the 2011–2012 school year than in the 2010–2011 school year. This would suggest that the gains in reading achieved by kindergarten students during the initial year of implementing Foundations (2010–2011) were greater than the gains achieved by kindergarten students the previous year (2009–2010). Moreover, the gains achieved by kindergarten students during the year when Foundations was being fully implemented (2011–2012) were greater than the gains made when Foundations was being initially implemented (2010–2011), as already noted.

Collectively, the student outcomes confirm that the gains that SES has achieved in its implementation of the Wilson Foundations program based on the principles of implementation science are improving the ability of their students to read. As demonstrated by the data, when Foundations was fully implemented in accordance with the principles of implementation science, more SES kindergarten and first grade students maintained developmentally appropriate levels of reading. Just as important if not more so, greater numbers of kindergarten and first grade students closed the gap and achieved developmentally appropriate levels of reading when Foundations was being fully implemented.

Conclusion

This Site Profile provides some highlights of one school's journey combining best practices for literacy instruction with best practices in implementation. The use of the Active Implementation Frameworks to deliver Wilson Foundations® with high fidelity has resulted in positive outcomes for students. In addition, since SES has systematically developed the infrastructure necessary for continued leadership and built staff confidence and competence in the use of Foundations, it is likely that this program will be sustainable so that future generations of students may also benefit.

Salisbury Elementary School was selected as a site to profile in order to illustrate the implementation of Foundations within a school's RTI framework. More information about Salisbury Elementary School can be found in "Voices from the Field" on the RTI Action Network's website: www.rtinetwork.org/voices-archives/entry/2/205.

For more information about the Wilson® Implementation Network, please contact Dr. Paul Tortolani:
PTortolani@wilsonlanguage.com.

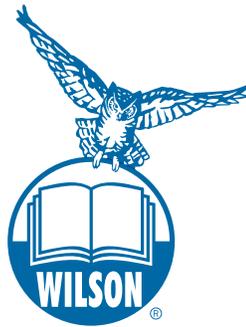
For more information about Wilson Language Training programs go to www.wilsonlanguage.com.

For more information about implementation science go to www.nirn.fpg.edu.

Thank you to the staff at Salisbury Elementary School for their support in developing this document and their commitment to the students and families they serve.

References

- Aarons, G.A. (2005). Measuring provider attitudes toward adoption of evidence-based practice: Consideration of organizational context and individual differences. *Child and Adolescent Psychiatric Clinics of North America*, 14(2), 255-271. doi:10.1016/j.chc.2004.04.008
- Duda, M.A., Fixsen, D.L., & Blase, K.A. (2013). Setting the stage for sustainability: Building the infrastructure for implementation capacity. In V. Buysse & E. Peisner-Feinberg (Eds.), *Handbook of Response to Intervention (RTI) in Early Childhood* (pp. 397–414). Baltimore, MD: Brooks Publishing Company, Inc.
- Fixsen, D. L., Blase, K. A., Timbers, G. D., & Wolf, M. M. (2001). In search of program implementation: 792 replications of the Teaching-Family Model. In G. A. Bernfeld, D. P. Farrington & A. W. Leschied (Eds.), *Offender rehabilitation in practice: Implementing and evaluating effective programs* (pp. 149–166). London: Wiley.
- Fixsen, D.L., Naoom, S.F., Blase, K.A., Friedman, R.M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Chapel Hill, NC: The National Implementation Research Network.
- Good, R.H., & Kaminski, R.A. (Eds.). (2002). *Dynamic indicators of basic early literacy skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement.
- Good, R.H., & Kaminski, R.A. (2011). *DIBELS next*. Longmont, CO: Cambium Learning.
- Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Heifetz, R. A., & Laurie, D. L. (1997). The work of leadership. *Harvard Business Review*, 75(1), 124-134.
- McCardle, P., & Chhabra, V. (Eds.). (2004). *The voice of evidence in reading research*. Baltimore: MD: Paul H. Brookes.
- Montanari, J.L. (2013). *Building and sustaining capacity for evidence-based literacy instruction leads to improved student*. New York, NY: RTI Action Network. Retrieved from www.rtinetwork.org/voices-from-the-field/entry/2/205
- National Implementation Research Network (NIRN). (2013). *Active implementation frameworks*. Chapel Hill, NC: Author. Retrieved from <http://implementation.fpg.unc.edu/>
- National Reading Panel (U.S.), & National Institute of Child Health and Human Development (NICHD). (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.
- Prochaska, J.O., & DiClemente, C.C. (1982). Transtheoretical therapy toward a more integrative model of change. *Psychotherapy: Theory, Research and Practice*, 19(3), 276-287.
- Panzano, P.C., & Roth, D. (2006). The decision to adopt evidence-based and other innovative mental health practices: Risky business? *Psychiatric Services*, 57(8), 1153-1161.
- Snow, C. E., Burns, M. S., Griffin, P., Committee on the Prevention of Reading Difficulties in Young Children, Commission on Behavioral and Social Sciences and Education, & National Research Council. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Wilson, B.A. (2012). *Wilson Foundations* (2nd ed.). Oxford, MA: Wilson Language Training.
- Wilson, B.A. (2009). *Wilson Just Words*. Oxford, MA: Wilson Language Training.



Wilson works®.

Our mission

***is to provide quality professional learning
and ongoing support so that educators have
the skills and tools they need to help their
students become fluent, independent readers.***

www.wilsonlanguage.com

(800) 899-8454