

# READING NOW NETWORK

The logo for the Reading Now Network features the text 'READING NOW NETWORK' in a blue, serif font. The word 'NOW' is the largest and most prominent. A green graduation cap with a yellow tassel is positioned over the letter 'O' in 'NOW'.

## Panel Discussion

1. Welcome and Background
2. New look at data
3. Stories of Transformation
4. Findings, Essentials and Expansion

# Perspective from Amanda Price



Chair of the Michigan PreK-12 Literacy Commission and  
former State Representatives House Education Committee

## ISDs

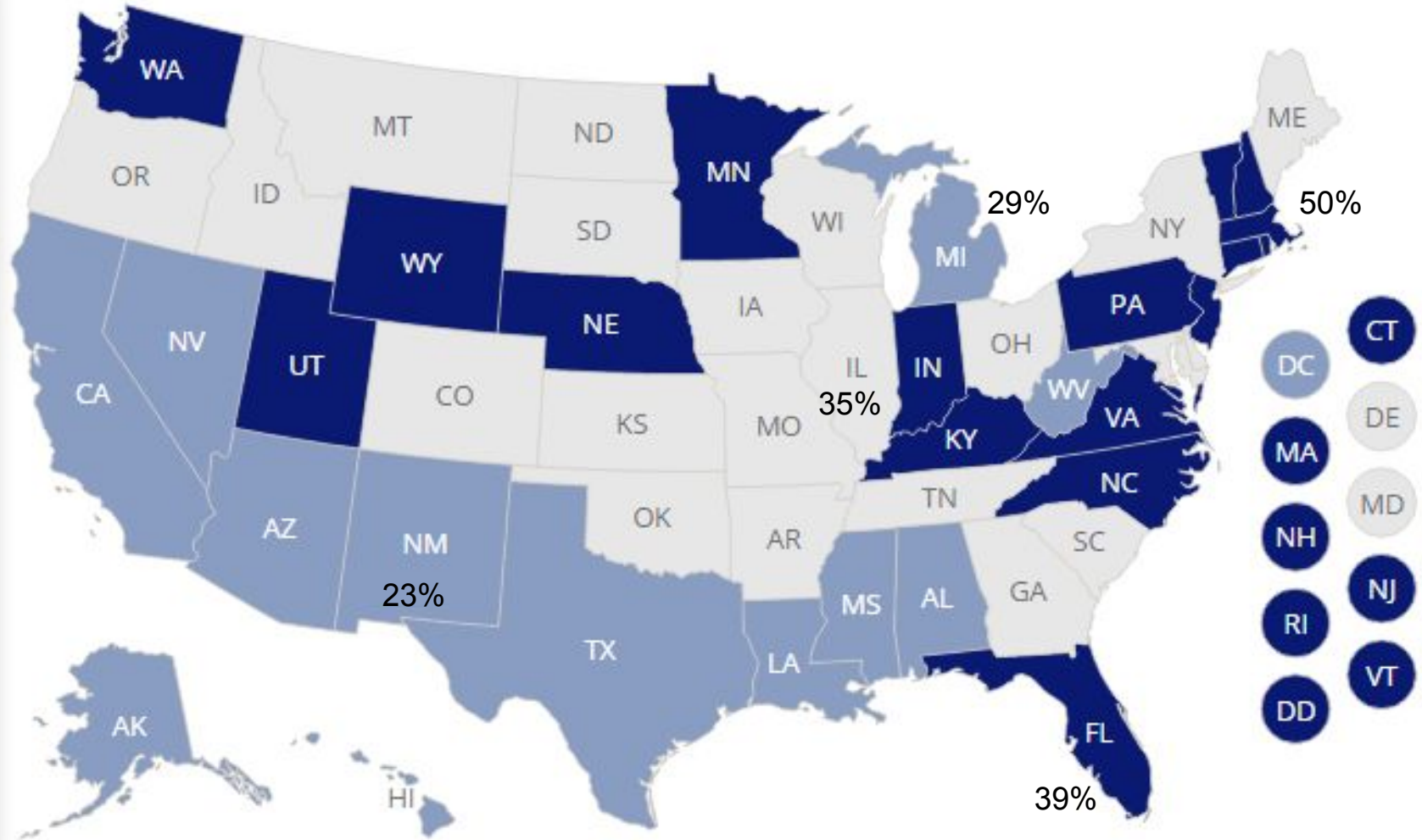
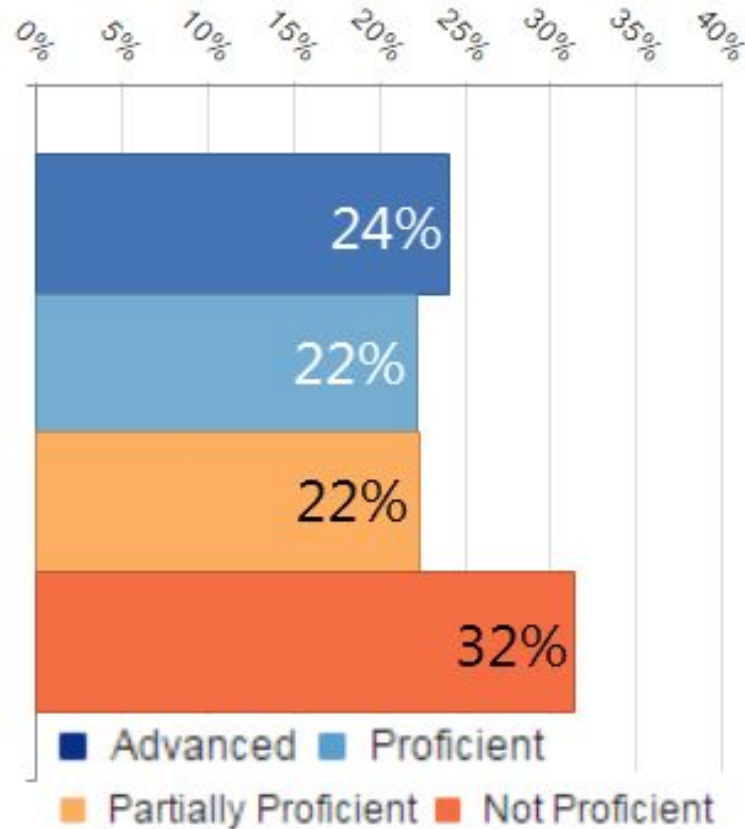
- Allegan Area ESA
- Barry ISD
- Ionia County ISD
- Kent ISD
- Mecosta-Osceola ISD
- Montcalm Area ISD
- Muskegon Area ISD
- Newaygo County RESA
- Ottawa Area ISD
- West Shore ESD  
(Mason - Lake & Oceana)



Tom Reeder,  
Superintendent of  
Wyoming Public Schools

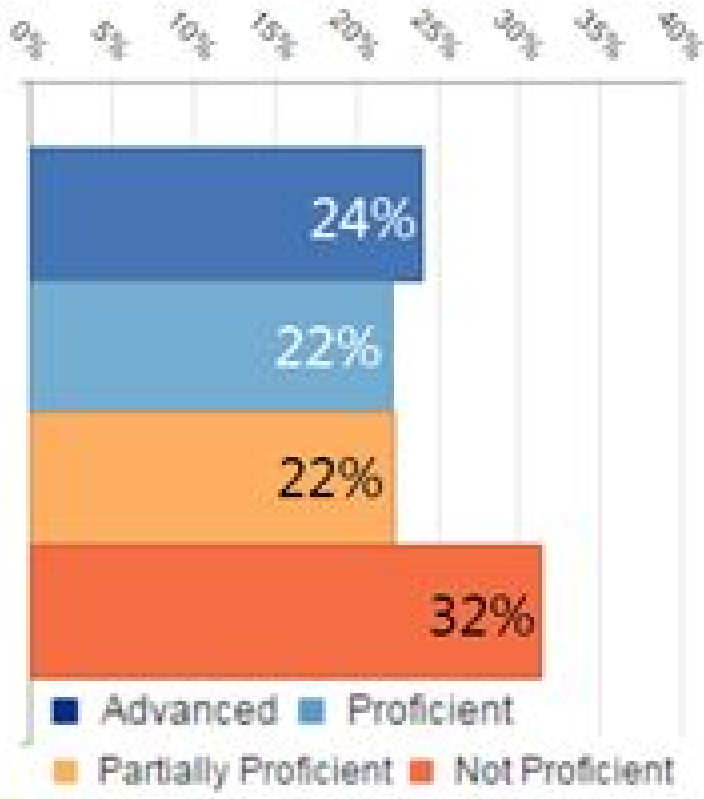
# M-STEP and NAEP 2015/16

2015/16 ELA  
4th Grade M-STEP  
Statewide

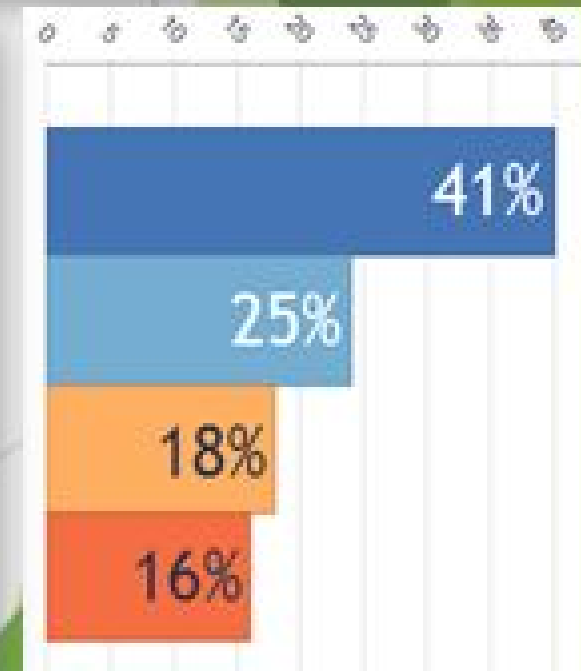
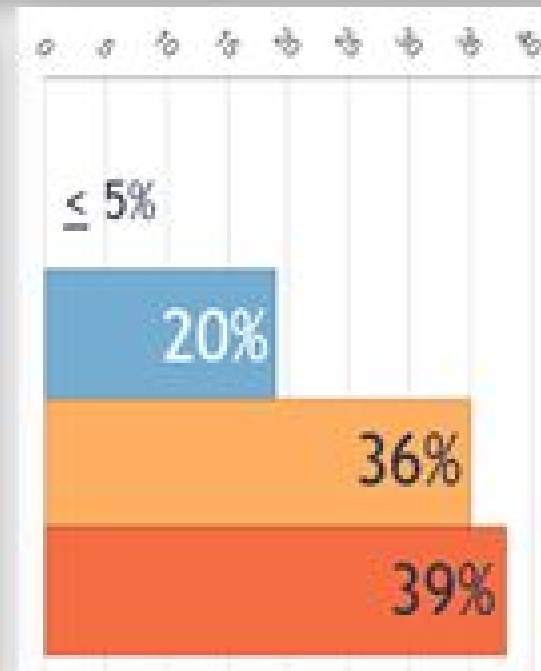
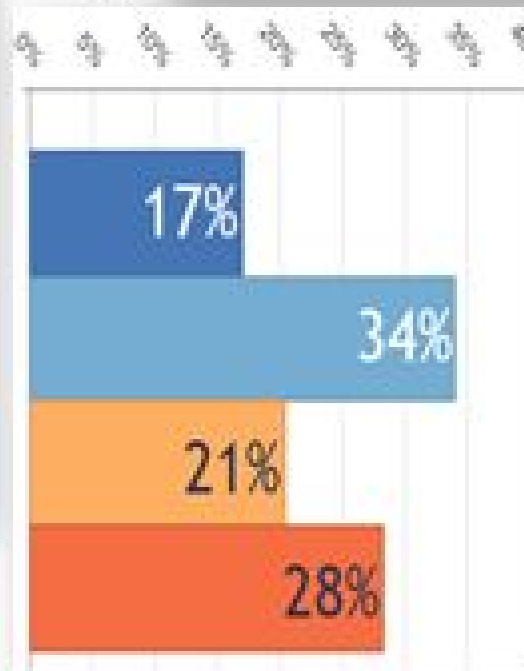


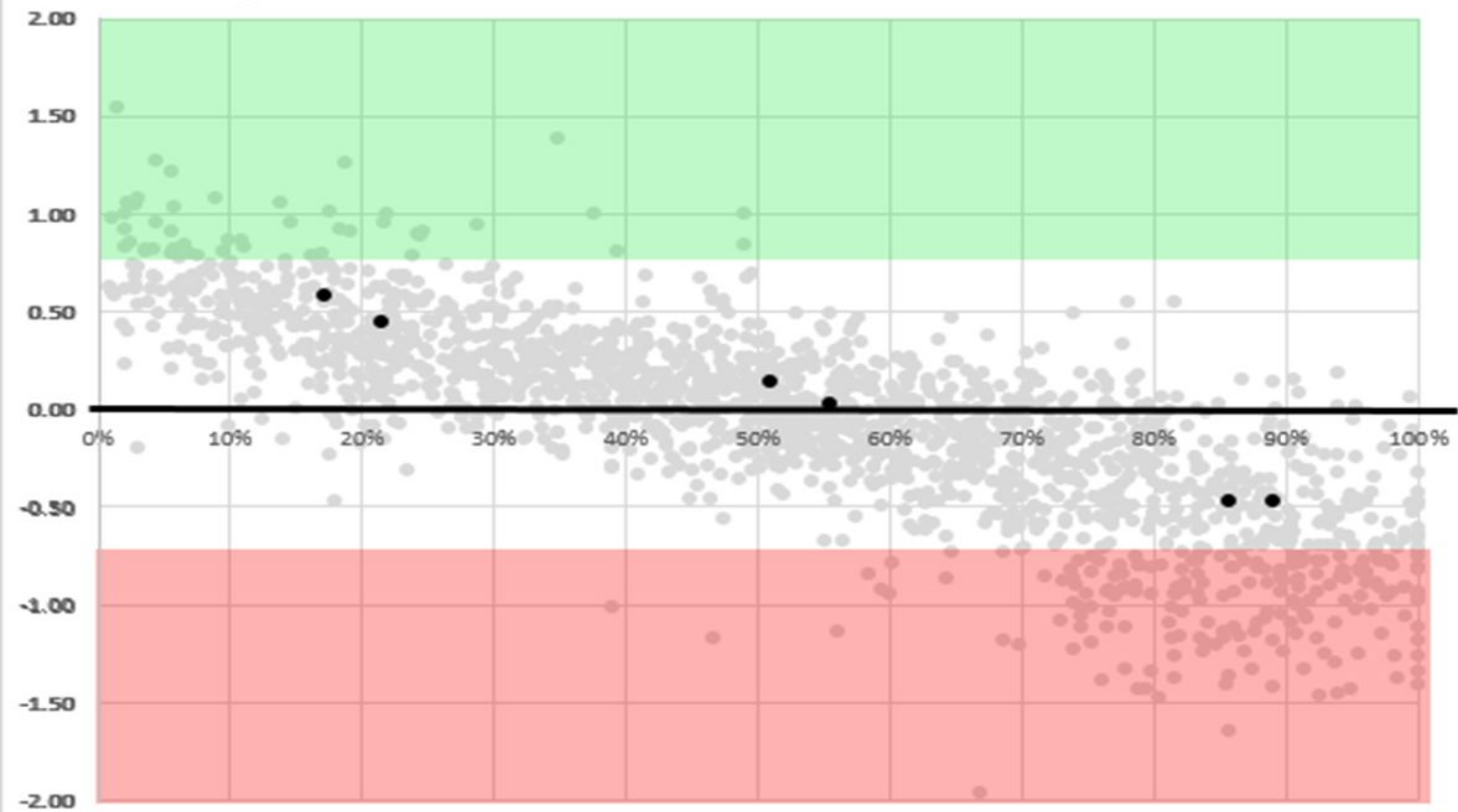
# Predicting Academic Achievement

2015/16 ELA  
4th Grade M-STEP  
Statewide



|    | District Name               | Building Name                | F/R Range |
|----|-----------------------------|------------------------------|-----------|
| 1. | Schoolcraft Community Schoc | Schoolcraft Elementary Schoo | 15-30%    |
| 2. | Portage Public Schools      | Lake Center Elementary Scho  | 15-30%    |
| 3. | Galesburg-Augusta Communi   | Galesburg-Augusta Primary S  | 50-60%    |
| 4. | Parchment School District   | Parchment Central Elem. Sch  | 50-60%    |
| 5. | Kalamazoo Public Schools    | Milwood Elementary School    | 85-100%   |
| 6. | Comstock Public Schools     | Northeast Middle School      | 85-100%   |



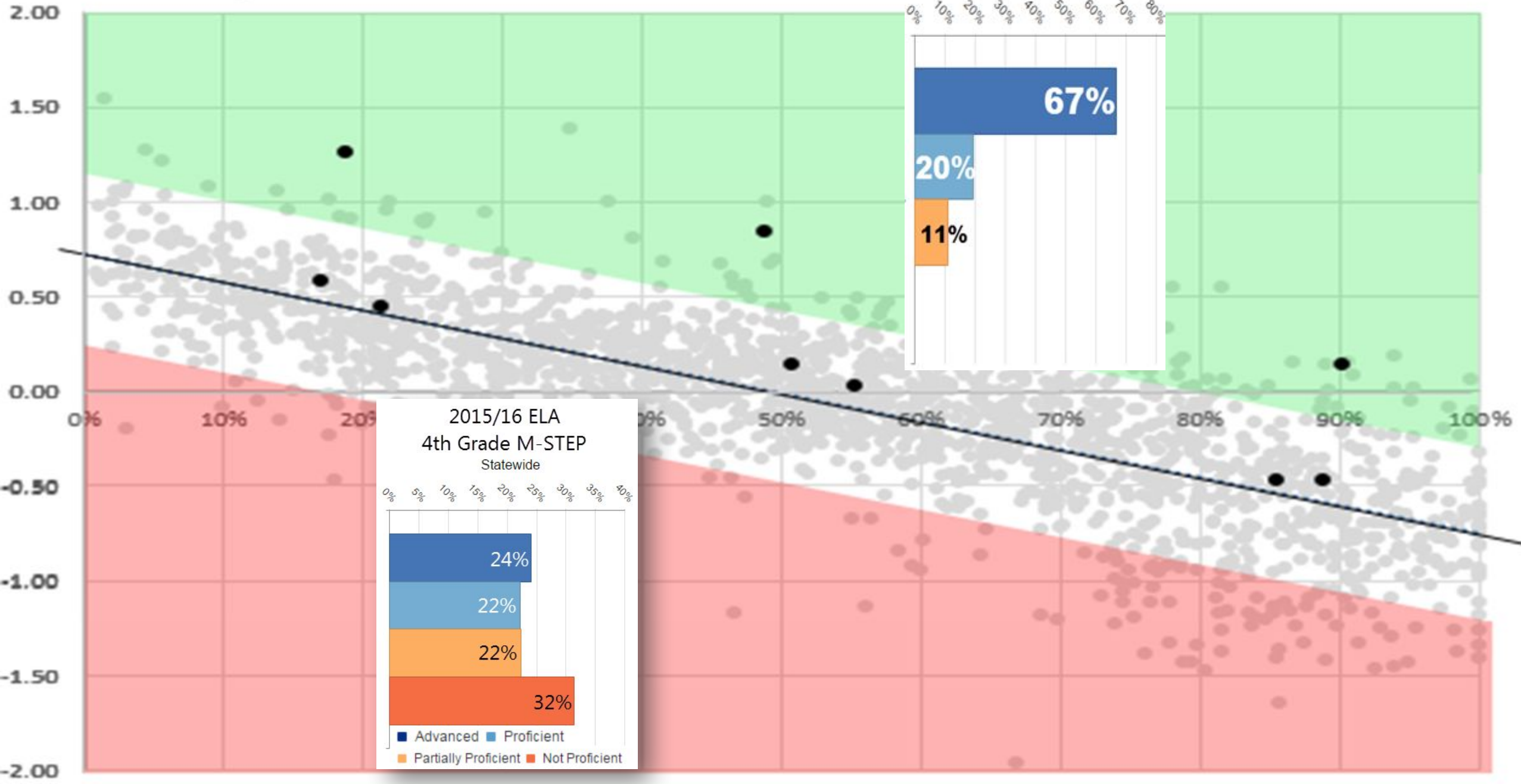


# 2016 Average ELA Score vs F/R Lunch - Statewide

F/R Lunch 50%  
Lake Hills Elementary School

$$y = -1.475x + 0.7244$$

$$R^2 = 0.6248$$



# Moon Elementary in Muskegon





## Moon Elementary 3 Goals:

- 1. Consistent literacy training & implementation for all teachers***
- 2. Sustained influx of resources & texts for each classroom***
- 3. Focus on readiness to learn across the community***



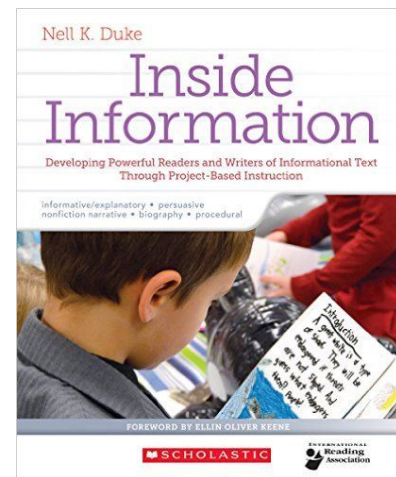
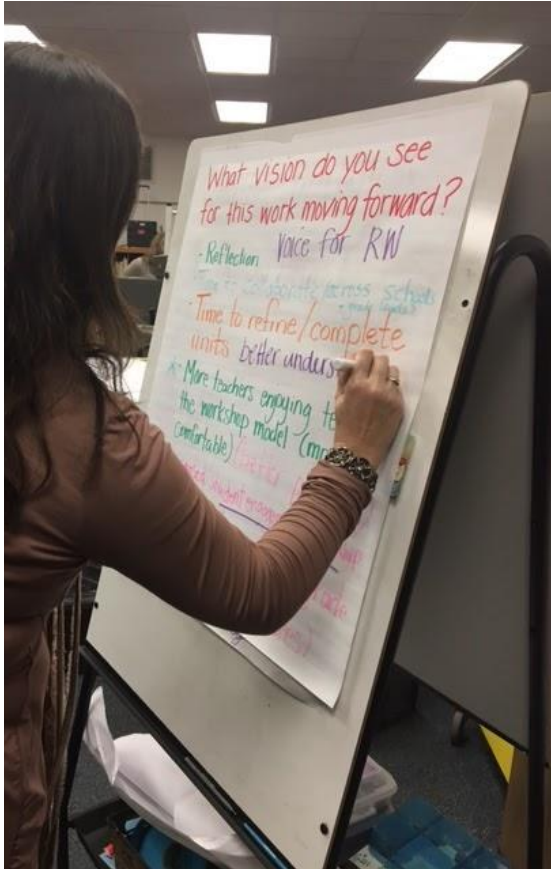
# Moon Elementary in Muskegon

## Goal #1: LEARNING TOGETHER

### 1. “Consistent literacy training and implementation for all teachers”

2.

- a. District Wide Literacy **Training**
- b. Building-Specific **Unit Writing**
- c. Project Based Learning for **Transfer**

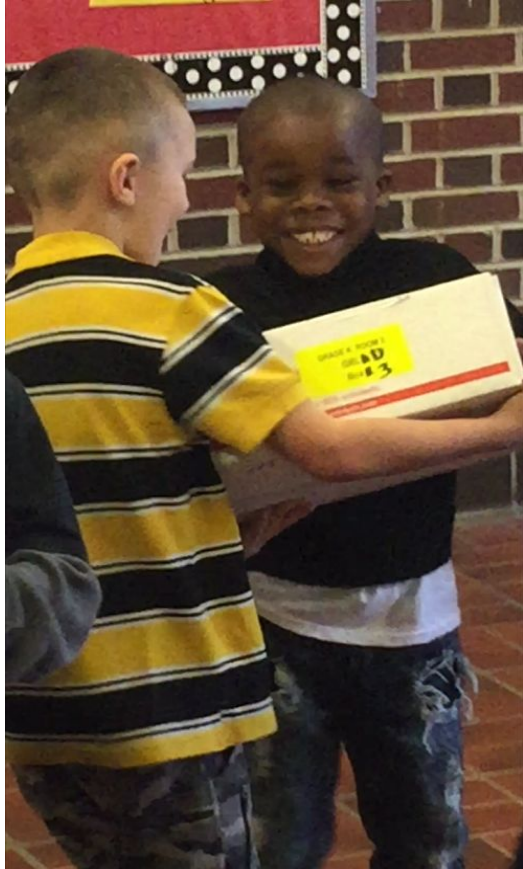


# Moon Elementary in Muskegon

## GOAL #2: EQUITABLE RESOURCES

*“Sustained influx of resources & texts for each classroom”*

- What do we need?
- What do we have?
- How do we close the gap?
- How do we keep learning?



# Moon Elementary in Muskegon

## Goal #3: PARTNERSHIPS

**“Focus on readiness to learn across the community”**



- **Family Literacy Research Project w/ U of M**
- **More to come...**



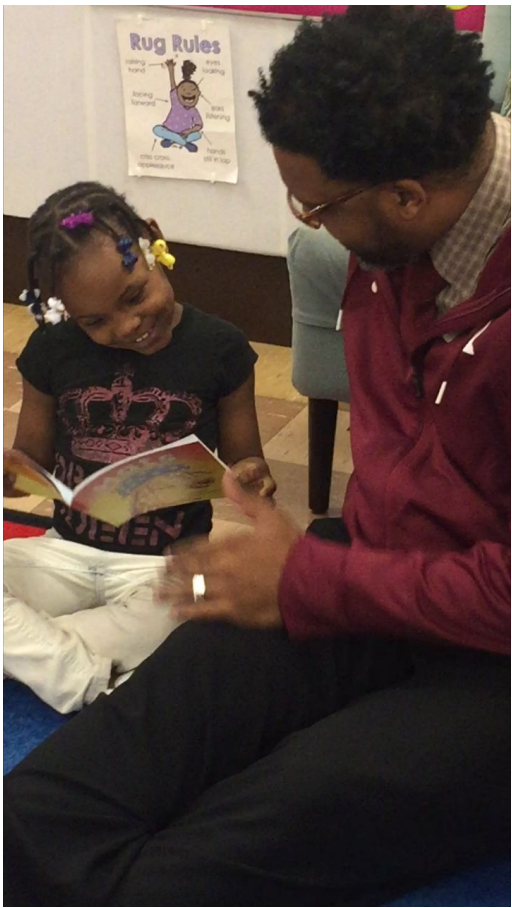
This is HAPPENING!

Full Story Here:

<http://www.muskegonisd.org/video/>

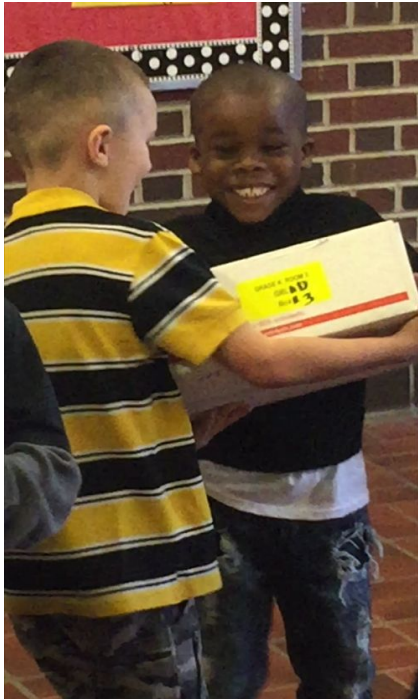
Mlive Article:

[http://www.mlive.com/news/muskegon/index.ssf/2017/02/muskegon\\_elementary\\_school\\_rec.html](http://www.mlive.com/news/muskegon/index.ssf/2017/02/muskegon_elementary_school_rec.html)



Fox 17 News Story:

<http://fox17online.com/2017/02/25/nearly-5000-books-donated-to-students-at-west-michigan-school/>



Moon Elementary  
RNN GOAL:

Sustained Influx of Quality  
Resources and Texts for  
all Classrooms!

# Parkview Elementary in Wyoming, MI

Houses Kindergarten through 4th grade students

Approximately 400 students, EL 33%, Minority Students 75%, Econ. Disad 85%

18 Reg. Ed classroom teachers, 2 Support Teachers, 3 support staff

Community School (Kent School Services Network, KSSN School)

Achievement Centered Leadership Project (WMU), Education Trust-Midwest, Reading Now Network (RNN) lab school in 2016, Kent ISD Literacy Coach

Equity Driven Achievement, Uncompromised Improved/Focused Reading Instructional Practices, Distributed/Shared-Leadership, Systems Change

Common Reading levels and Classroom Leveled-Libraries

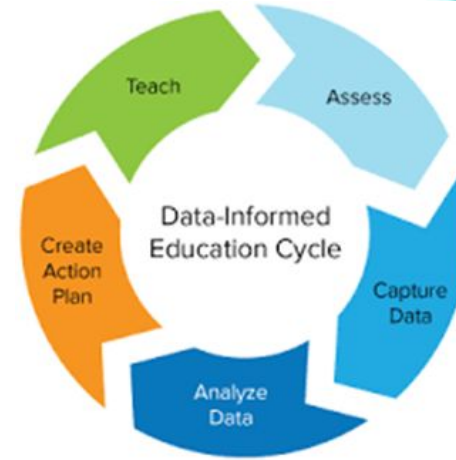


Tom Reeder,  
Superintendent of  
Wyoming Public Schools

# Parkview Elementary in Wyoming, MI

## Inquiry Meetings, Staff, Literacy Coach, and Leadership

- Role of the Principal
- Teacher/Staff shared-leadership
- Data-driven decision-making (individual vs. Big Picture)
- Redesign building operations/classroom efforts
- Safe and orderly environment and operations
- Coherent and rigorous instructional programs
- Constant reflection and renewal



Strategy Implementation Guide

Reading Now Network  
March 11, 2015

Reflection Tool

This template is provided to help you reflect on the 5 findings from the Reading Now Network's study of schools in the West Michigan area that outperformed their peers when controlling for poverty. You are encouraged to consider the activities, resources, etc. in your school and begin to think how you might move your students to the next level.

| Finding                      | Representative Indicators  | What are our strengths?  | What might be some next steps for us?   |
|------------------------------|--|--|---|
| Unimproving focus on reading | <ul style="list-style-type: none"> <li>Government 90-120 minutes daily morning reading block.</li> <li>Reading block includes targeted, quick whole group instruction; then much of the block provides time for student reading.</li> <li>Teachers use reading time intentionally working with readers in small groups and one-on-one.</li> <li>Consistent, agreed-upon curriculum, and pacing per grade level.</li> <li>Reading data discussions at all staff meetings.</li> <li>Evidence of literacy posted in classrooms &amp; buildings on desks, walls, hallway. Evidence includes: student work, word walls, posters.</li> </ul> |  |   |
|                              | Research Connections   |  |   |
|                              | <ul style="list-style-type: none"> <li>Students achieve more in classes in which they spend much of their time being directly taught by their teachers (Barnes &amp; Stevens, 1984).</li> </ul>  | <ul style="list-style-type: none"> <li>Extensive reading is critical to the development of reading proficiency (Krahn 2001; Stanovich, 2000).</li> </ul> | <ul style="list-style-type: none"> <li>"Reading is complex, and teaching children to read is equally complex. The fact that children must do a lot of reading to become good readers, however, is simple and straightforward." (Cunningham &amp; Allington, 2013).</li> </ul> |

## Next Steps

- Classroom Libraries
- Keep Instructional Plates Clean
- Leading Educators
- Assessment re-alignment
- Staff/student resources

Parkview PLC Data Conversation Guide

SETTING THE PRIORITY (Preparation necessary before the meeting)  
Set a focus and determine what data you will analyze.  
Teacher: Submit data by Friday prior.  
Teacher/Leader: Prepares for the meeting.  
All in the title/topic of the data grid.  
Print 2 copies of the PLC data grid.  
Leave one copy without data. This will be used for reading later in the data in the second copy.  
Do not make multiple copies! Keep secret and bring to the meeting on Tuesday.

CONVERSATIONAL GUIDE (to be used during the meeting)

1. Activate and Engage  
Teacher/Leader: Will share one clean copy of the data grid for everyone to look at.  
Teacher/Leader: Will ask all teachers to PREDICT what you think all the data will look like & make an ASSUMPTION on why your response for why you think it will look that way.

2. Explore and Discover  
All: Ask all of the data. We only talk about WHAT we see.  
Teacher/Leader: Shares the copy of the data grid with all of the numbers filled for all teachers to view. Data: 1 minute in silence (not looking at the data).  
Each person shares a statement regarding the data and teacher records. Remember - use only ONE about level, or one, not three, as being a teacher.

As a group, choose 1 data statement. Teacher/Leader: Should record this statement on the data grid.

3. Organize and Integrate  
Examine the statement you selected for your data grid.  
1. Generate multiple theories of education.  
2. Generate multiple theories of action.  
3. Use decomposing processes to choose the strongest solution.

eg: The teacher will implement deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons.

| Critical Component (Non-negotiable)   | Ideal "Gold Standard" of Implementation  | Acceptable Variation of Implementation | Unacceptable Variation of Implementation                               |
|---|--|--|--|
| 16 opportunities for children to see others as successful readers and %.            | <ul style="list-style-type: none"> <li>Publishing Center</li> <li>Author's Chair</li> <li>Student led read alouds</li> <li>Celebrate growth/strains</li> <li>Provide feedback</li> <li>Student sharing</li> <li>Turn and Talk, student discussions about text</li> <li>Authentic writing-to: presenting information to other grade levels</li> </ul> |  | Leaving out sharing piece  |
| 16 daily opportunities for children to choices in their reading and writing.        | <ul style="list-style-type: none"> <li>Offer a wide variety of text: Good Fit Book Choices</li> <li>Reading and writing interest Strategy / Activity choices (ie: choosing thinking map, writing prompt, project, type of writing)</li> <li>Library</li> </ul>   | Use of technology<br>Limited Choice    | One reading / writing option<br>Skipping book shopping or daily choice |
| 16 regular opportunities for children to create with peers in reading and %.        | <ul style="list-style-type: none"> <li>Literature Circles / Book Clubs</li> <li>Readers Theatre</li> <li>Peer editing</li> <li>Peer Pals</li> <li>Cross Grade level buddies</li> </ul>   | Size of groups                         |  |
| establish purposes for children to end write beyond being assigned or led to do so. | <ul style="list-style-type: none"> <li>Provide High Interest Text</li> <li>Read life connections</li> <li>Good fit book choices</li> <li>Book Clubs</li> <li>Global Audience</li> </ul>  | Appropriate use of social media        |  |
| Additional strategies to generate interest about reading and writing.               | <ul style="list-style-type: none"> <li>Interactive writing and read alouds</li> <li>Publishing parties / writing celebrations</li> <li>Book Blessings</li> <li>Authentic audiences</li> <li>Use of a reading inventory</li> </ul>  | Reading for minimal incentives         | reading as punishment  |



# Field Study Findings

1. Uncompromising Focus
2. Relevant Data Used Deeply
3. Sustained Commitment
4. Classroom Management Focused on Learning
5. Collective Responsibility



Jean Logan,  
Superintendent of Three Rivers Community Schools



## Reflection Tool

This template is provided to help you reflect on the 5 findings from the Reading Now Network's study of schools in the West Michigan area that outperformed their peers when controlling for poverty. You are encouraged to consider the activities, resources, etc. in your school and begin to think how you might move your students to the next level.

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|---------------------------------|---|--|---|
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## Reflection Tool

| Finding  | Representative Indicators   | What are our strengths?   | What might be some next steps for us?   |
|--|---|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Relevant Data Used Deeply</p> | <ul style="list-style-type: none"> <li>• Common, specific grade level goals, for example: "All students will leave Kindergarten reading at a level ___."</li> <li>• Principal and teachers know the reading level of every student.</li> <li>• Designated time for staff to have purposeful data discussions at staff meetings.</li> <li>• Common and consistent district professional development plans aligned with student, classroom and school reading data.</li> <li>• Reading data posted in classrooms &amp; school buildings for example: on desks, walls and hallways.</li> <li>• Wide varieties of leveled reading resources are readily available.</li> </ul> |   |   |
|  | <i>Research Connections</i>   |   |   |
|  | <ul style="list-style-type: none"> <li>• Teachers must agree on how students will demonstrate their learning. (Stiggins, 2014).</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Using Student Achievement Data to Support Instructional Decision Making.</i> (What Works Clearinghouse. IES Practice Guide, 2009).</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessment is characterized by purpose, collaboration, its dynamic nature, descriptive feedback, and continuous improvement. (McLaughlin &amp; Overturf, 2013).</li> </ul> |

## Reflection Tool

| Finding   | Representative Indicators   | What are our strengths?  | What might be some next steps for us? |
|---|---|--|---------------------------------------|
| <p style="text-align: center;"><b>Shared Leadership; Sustained Commitment</b></p> | <ul style="list-style-type: none"> <li>• A consistent, articulated curriculum is evident.</li> <li>• Teachers seen as experts who supplement their curriculum using “tools in the toolbox”.</li> <li>• School improvement: consistent strategies and language led/modeled by teachers.</li> <li>• Teachers use multiple structures and strategies flexibly (whole group interactive mini lessons, small group instruction, book clubs, partnership work, independent reading).</li> <li>• Relational leadership: “The principal trusts us and walks with us.” Leadership fits the context.</li> <li>• School-wide commitment to practices: commitment to time in text; 26-year commitment to one word study/language program with all teachers trained; commitment to co-designed instruction including two years of meticulous planning.</li> <li>• Community resources are leveraged to maximize human capital: (Kent School Services Network, DHS, Kids Hope), student teachers, Title 1, 31A, Special Education, Reading Buddies (4<sup>th</sup> graders with 1st), Volunteer Grandparents, ELL, RTI, MTSS</li> </ul> |  |                                       |
|   | <i>Research Connections</i>   |  |                                       |
|   | <ul style="list-style-type: none"> <li>• An increase in reading achievement occurred in schools where beliefs about teaching and learning competencies were shared collectively by stakeholders. (Goddard, Hoy, &amp; Woolfolk-Hoy, 2000).</li> </ul>   | <ul style="list-style-type: none"> <li>• . . . variety of methods: scaffolding, shaping, connecting to prior knowledge, constructing meaning, motivating students, and providing opportunities to learn have been considered among the key components of best literacy instructional practices. (Gambrell, Morrow, Neuman, &amp; Pressley, 1999).</li> </ul> |                                       |

## Reflection Tool

| Finding                                  | Representative Indicators  | What are our strengths?   | What might be some next steps for us?   |
|--|--|---|---|
| Classroom Management Focused on Learning | <ul style="list-style-type: none"> <li>Agendas are always posted in student friendly language.</li> <li>Students know what they need to do individually or in small groups.</li> <li>Behavior expectations are school-wide, not classroom dependent: "Be safe, be nice, work hard".</li> <li>Students are happy readers.</li> <li>Students read quality books at appropriate levels.</li> <li>"If they can manage the class and build relationships with kids, we can teach them curriculum." <i>-principal</i></li> </ul> |   |   |
|  | <i>Research Connections</i>  |   |   |
|  | <ul style="list-style-type: none"> <li>Every minute of time in the highest-achieving classrooms was used well. (Cunningham &amp; Allington, 2011).</li> </ul>  | <ul style="list-style-type: none"> <li>If a teacher has a good relationship with students, then students more readily accept the rules and procedures . . . (Marzano, Marzano, &amp; Pickering, 2003).</li> </ul> | <ul style="list-style-type: none"> <li>Power, identity and agency influence learning. (Lewis, Enciso, &amp; Moje, 2007).</li> </ul> |

## Reflection Tool

| Finding  | Representative Indicators  | What are our strengths?   | What might be some next steps for us?   |
|--|--|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Collective Responsibility for Every Child's Success</p> | <ul style="list-style-type: none"> <li>All students know their reading levels and goals. Parents know their child's reading level and goals and have an understanding of how they can support progress.</li> <li>"Teaching staff is eager to keep the kids and not have them pulled out for interventions, special education, or any other reason."</li> <li>Teachers are responsible to get kids to 80% proficient before interventions are provided.</li> <li>High Expectations: "We expect our kindergartners to read at level 7. Our kids can do it. A high percentage of them are at 12 [ May]."</li> <li>"We all feel like they are all of our kids."</li> <li>Leadership understands and is invested in the community. Leadership uses the community connection to bring additional reading support to the school.</li> <li>Teachers get 100% parent/teacher conferences attendance, even if that means meeting on a Saturday morning to accommodate work schedules.</li> <li>"We know we're the last line of defense between the students and the rest of their lives."</li> </ul> |   |   |
|  | <i>Research Connections</i>  |   |   |
|  | <ul style="list-style-type: none"> <li>The development of reading competencies and predilection to read is also influenced at home and in the community. (Baker, Afflerbach, &amp; Reinking, 1996).</li> </ul>   | <ul style="list-style-type: none"> <li>Teachers must work collaboratively rather than in isolation. (Hattie, 2012 ; Fullan, 1993; Newman &amp; Wehlage, 1995).</li> </ul> | <ul style="list-style-type: none"> <li>Collective commitment (Lezotte, 1991; Kouzes &amp; Posner, 1996).</li> </ul> |

# Using The Reading Now Reflection Tool To Drive Change In Your School or District

## A Elementary

334 students

15 Core/Special Education Teachers

Reward School

## H Elementary

298 students

15 Core/Special Education Teachers

## N Elementary

289 students

15 Core/Special Education Teachers

## P Elementary

391 students

20 Core/Special Education Teachers

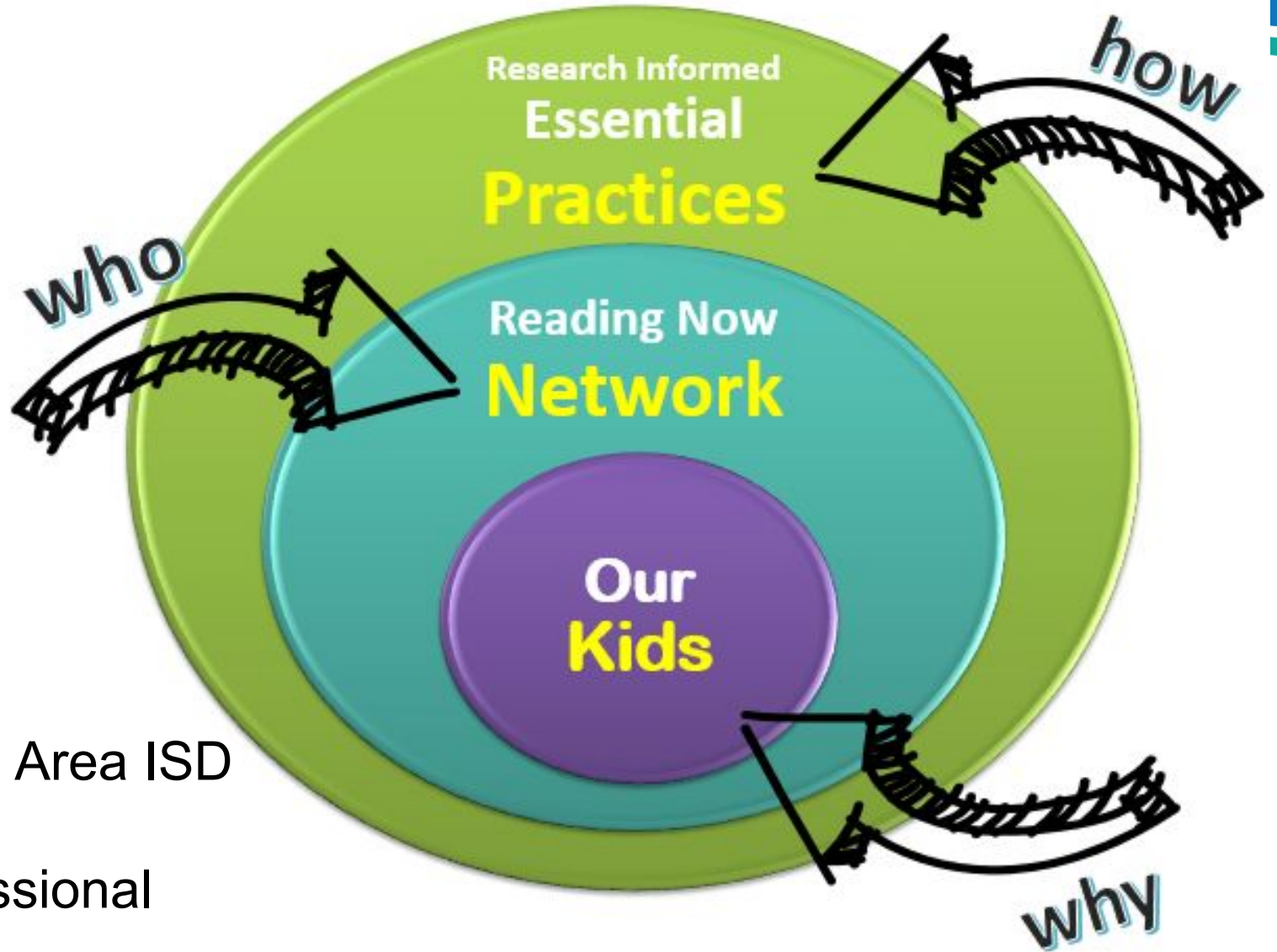
Finding: Uncompromising Focus on Reading

| Indicators  | Strengths                       |  |   |   | Next Steps  |  |  |   |
|---|---------------------------------|--|---|---|---|--|--|---|
|   | A                               | H  | N   | P   | A   | H  | N  | P   |
| <p><b>Guaranteed 90-120 minutes daily morning reading block</b></p> | <p>All classes have 90 min.</p> | <p>90 minutes daily reading block not totally uninterrupted but the reading time is there.</p> | <p>Lower el does have the correct amount of time for reading blocks</p> | <p>Our core reading rotations are 55 minutes. We have time later in the day in the homeroom for read aloud, AR reading, and writing</p> <p>30 minute WIN reading group<br/>10-20 minutes whole group<br/>60 minutes group work</p> <p>The 90-120 minutes of time devoted to reading is in place. However, it is not necessarily in one block.</p> | <p>Not feasible for all classes to have in AM -because of department work, this timing is not workable.</p> | <p>A few teachers do not have 90 minutes blocks not always in the morning. Look at scheduling. I'm not sure that all teachers have a structure in place to meet with small groups - we might provide training.</p> | <p>Uninterrupted reading blocks in the morning for upper el.</p> | <p>We are changing rotations so two teachers team. This will allow a 90 minute block.</p> |



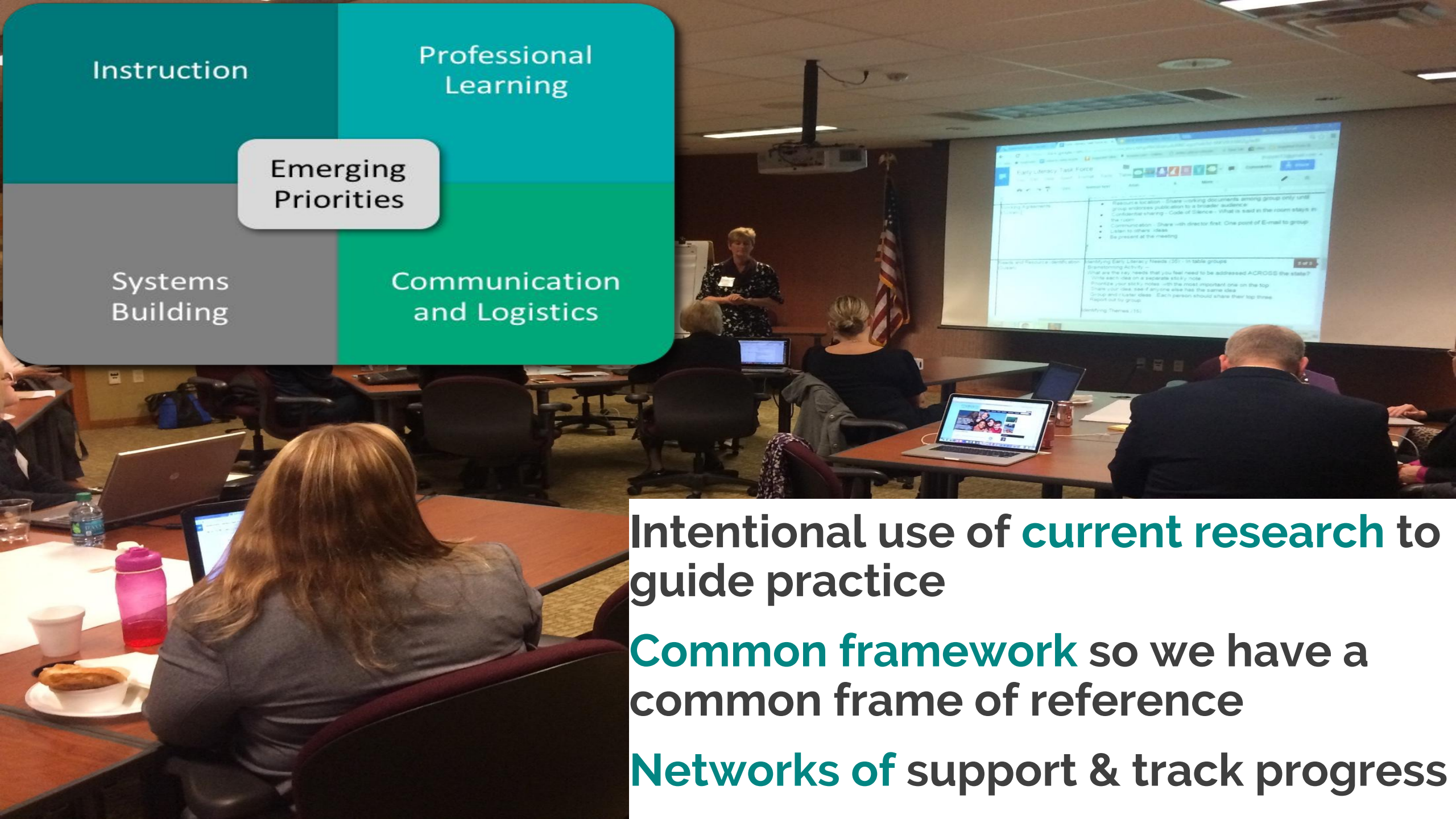
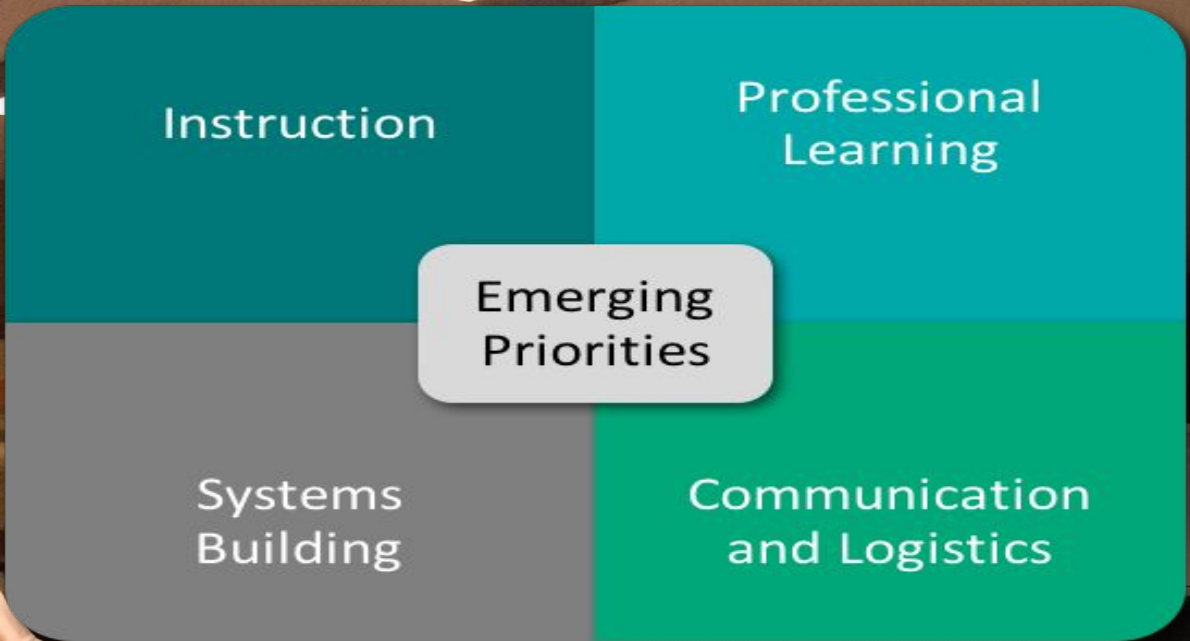


Erin Brown,  
ELA Consultant for Muskegon Area ISD  
and  
Michigan Early Literacy Professional  
Learning Grant Coordinator



## Did you know?

- There is an Early Literacy Task Force comprised leaders from most educational organizations in Michigan, our research universities, and educational leaders from all corners of our great lakes state?



Intentional use of **current research** to guide practice


**Common framework** so we have a common frame of reference

**Networks of support** & track progress



# Naomi Norman, Washtenaw ISD, and Susan Townsend, Jackson ISD, Co-Chairs


**PREKINDERGARTEN**




## Essential Instructional Practices in Early Literacy

By the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. For a full list of representatives, please see the back page.

**INSTRUCTIONAL PRACTICES**




**GRADES K TO 3**




## Essential Instructional Practices in Early Literacy

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Early Literacy Task Force Resources found at [migeln.org](http://migeln.org)

**Literacy Leadership**




## Essential School-Wide and Center-Wide Practices in Literacy

*Prekindergarten and Elementary Grades. A document of the Michigan General Education Leadership Network (GELN) Early Literacy Task Force.*

This document was developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. For a full list of representatives, please see the back page.

**ORGANIZATIONAL PRACTICES**



*This document is intended to be read in concert with Essential Instructional Practices in Early Literacy, Prekindergarten and Essential Instructional Practices in Early Literacy, Grades K to 3. The systems and practices outlined here provide school-level and program-level support for effective classroom instruction in prekindergarten and elementary literacy.*

**Purpose**


The purpose of this document is to increase Michigan's capacity to improve children's literacy by identifying systemic and effective practices that can be implemented at the organizational level in educational and care settings that serve young children. To meet the needs of all young learners, organizational practices must support literacy development in ways that systematically impact learning throughout elementary schools, early childhood learning centers, and other literacy-oriented learning environments and programs.<sup>1</sup>

Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments. These essential practices should be viewed, as in practice guides in medicine, as presenting a minimum "standard of care" for Michigan's children.

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10/17 Essential School-Wide and Center-Wide Practices in Literacy

**COACHING**



## Essential Coaching Practices for Elementary Literacy

This document was developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. For a full list of representatives, please see the back page.



**COACHING PRACTICES**

*This document is intended to be partnered with the Essential Instructional Practices in Early Literacy Prekindergarten and the Essential Instructional Practices in Early Literacy Kindergarten - Grade 3 as well as the Essential School - Level Literacy Practices.*

**Purpose**

The purpose of this document is to increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise.<sup>1</sup> Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases.<sup>2</sup> In addition, through improving teacher expertise and the quality of core instruction, student achievement increases.<sup>3</sup>

# Early Literacy Task Force Work

Provides Research-Supported

- **Instructional Practices** for all
- Articulation of Strong **Systems**

## Reading Now Network

Field Study Work showed 5 schools with strong **culture and commitment**.

Research-Supported  
**Instructional Practices** for all  
Articulation of Strong **Systems**

+

Field Collaboration to  
identify and grow schools with strong  
**culture and commitment**  
to learn paths of excellence and impact.

**We need  
BOTH as a  
field! Our Kids  
deserve it!**

# Our Kids Deserve Our BEST: Connecting and Communicating ALL efforts

Networks like RNN →

Leadership Efforts →



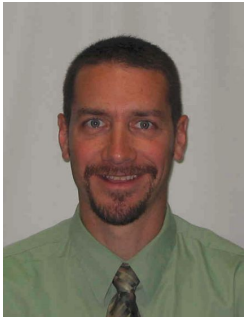
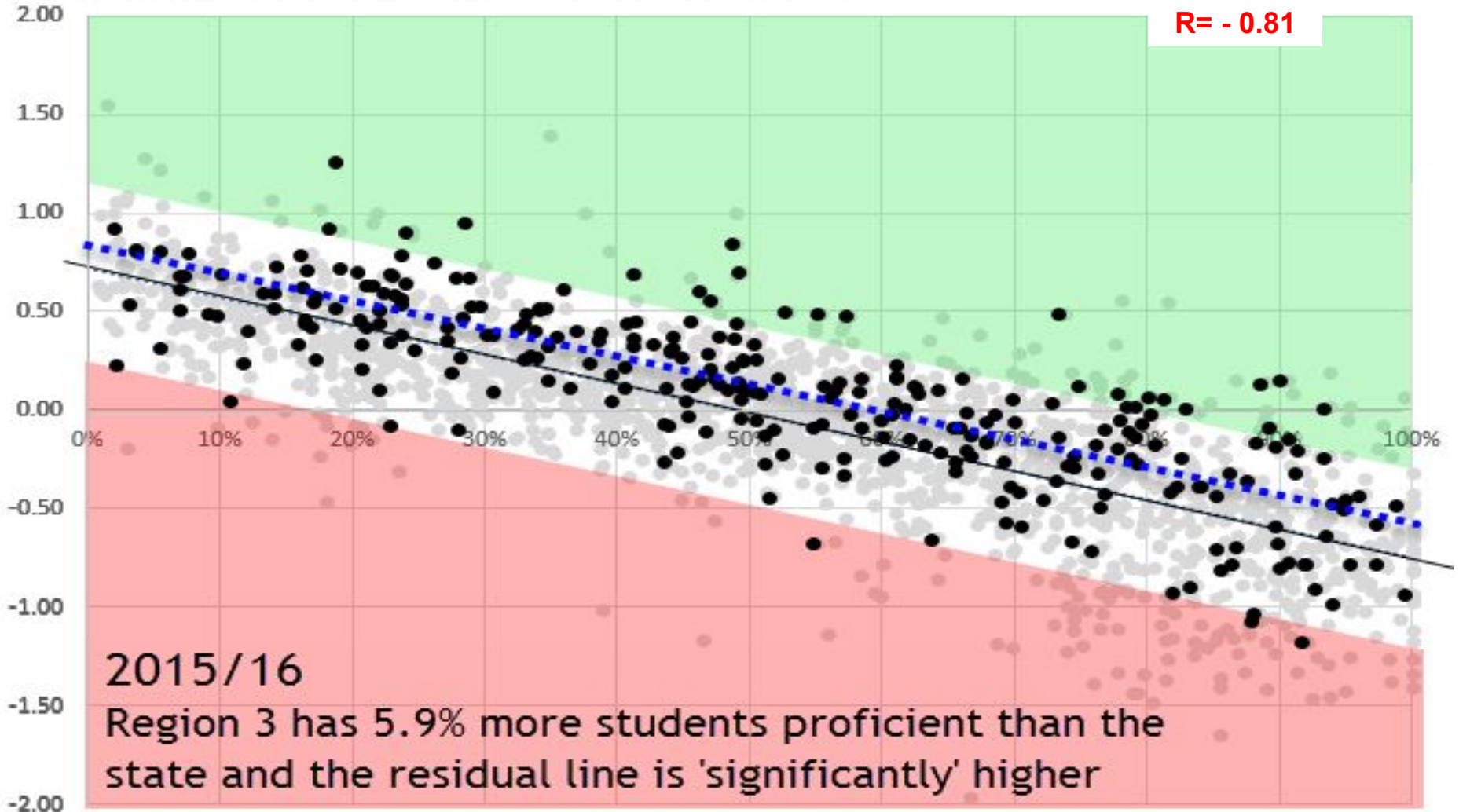
← Research  
Informed Practices

# Region 3 now...

2016 Average ELA Score vs F/R Lunch - Statewide

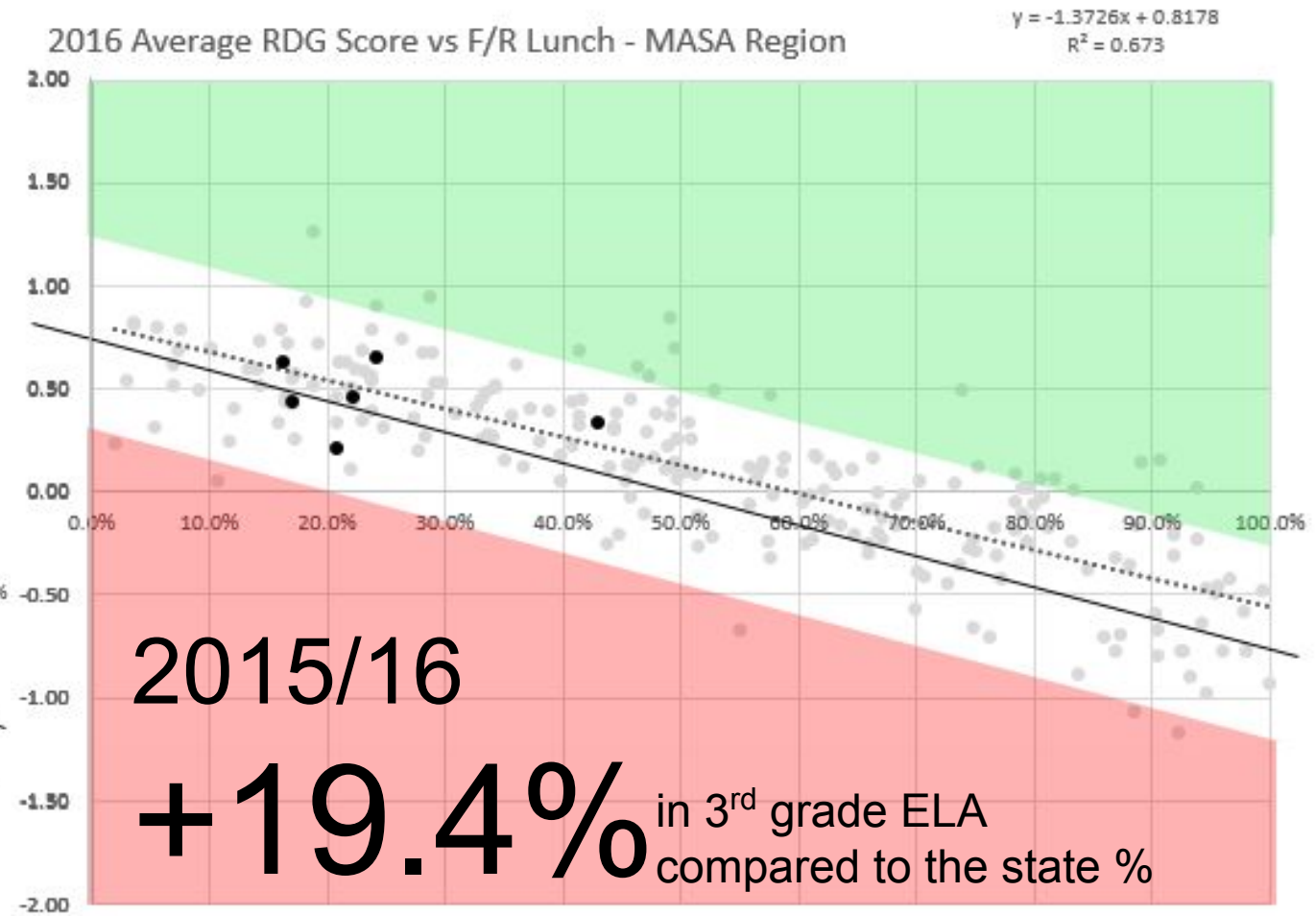
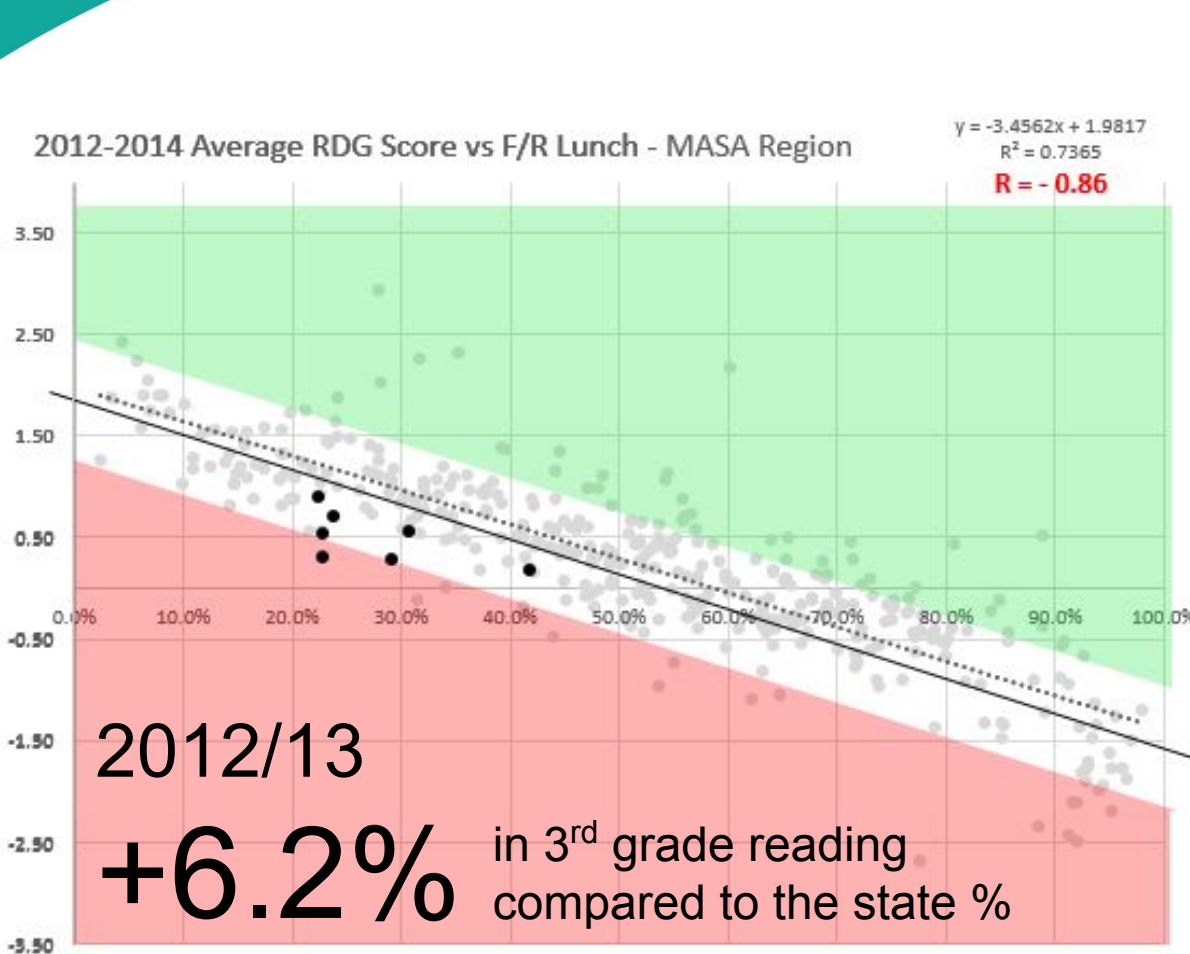
$$y = -1.475x + 0.7244$$
$$R^2 = 0.6248$$

**R = -0.81**





# RNN District then and now...



# Statewide Data Now Available

[www.siTimeline.com/reading-now](http://www.siTimeline.com/reading-now)

[Home Page](#)

[What's New Blog](#)

[Getting Started](#)

[Required Reports](#)

[DATA & Ed Eval](#)

[State/Fed Funds](#)


[Resources](#)

[Promising Practices](#)

[Feedback & Contact](#)

## Practical School Improvement Timeline for Michigan

Search this specific site 

Search 



RNN Results in 2016: News is starting to spread: [School News Network](#)

### The Network is GROWING in 2016

Region 7 has recently joined Region 3 in their collaborative efforts to improve teaching and learning in literacy. The collaboration also included a data sharing agreement that allows schools to see how they perform compared to schools with similar poverty. The [RNN Data Tool 2016](#) also allows schools to search the database for the highest performing schools with similar poverty. The tool is password protected both to download and to open. Contact your local ISD to gain access to the tool if you are a RNN partner.

NOTE: If you have the password, you do not need a DROPBOX account to download the file, just click "No Thank

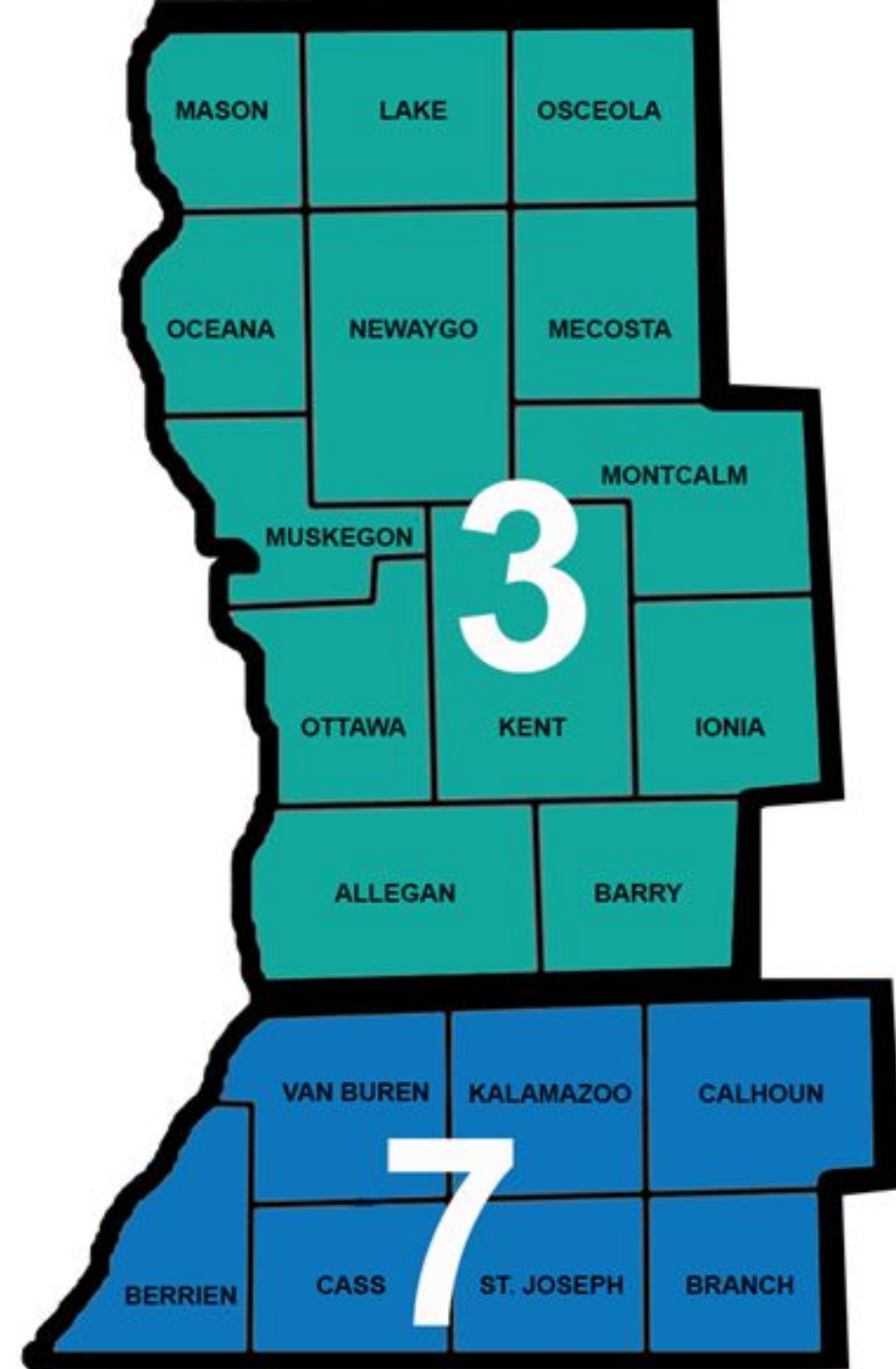


### Region 3 ISD's

- Allegan Area ESA
- Barry ISD
- Ionia County ISD
- Kent ISD
- Mecosta-Osceola ISD
- Montcalm Area ISD
- Muskegon Area ISD
- Newaygo County RESA
- Ottawa Area ISD
- West Shore ESD  
(Mason-Lake & Oceana)

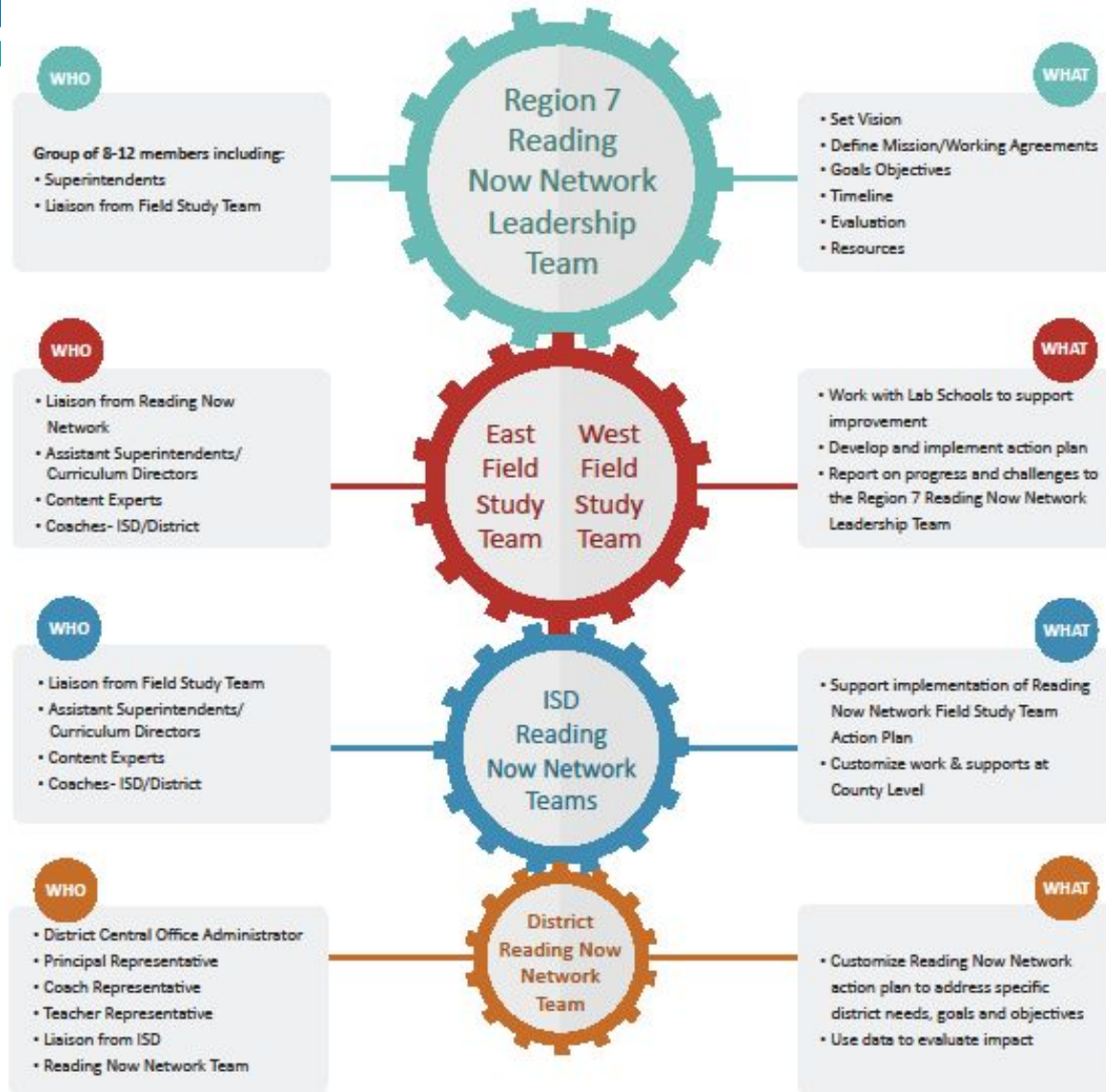
### Region 7 ISD's

- Van Buren ISD
- Kalamazoo RESA
- Calhoun ISD
- Berrien RESA
- Cass ISD
- St. Joseph ISD
- Branch ISD



MASA  
Region 7 Superintendent

MASA  
Region 3 Superintendent





## **Four Current Initiatives:**

1. Professional Learning
2. Principal Coaching
3. Lab Schools
4. Classroom Libraries



READING  
NOW  
NETWORK

The logo features the text "READING NOW NETWORK" in a blue serif font, arranged in three lines. The word "NOW" is the largest and most prominent. The letter "O" in "NOW" is replaced by a green graduation cap with a yellow tassel. The background consists of a white central area with blue and green curved borders at the top and bottom.