



K-8 Literacy Updates

Presented by:

Tim Betty

Dinorah Peralta

Paula Rodriguez

Eileen Doherty

Curriculum

Elementary:

Heggerty - Phonemic Awareness (K-2)

Letterland - Phonics (K-3)

Wit & Wisdom (K-5)

Middle School:

Study-Sync (6-8)

Wit & Wisdom (5)



Literacy Accomplishments

- **Second year of Wit & Wisdom implementation K-5.** Instruction is consistent throughout the district as a result of coaching, modeling, professional development and careful planning of PLC's.
- **Letterland:** Grade 3 implementation this year. Coaches have supported teachers in professional development, in class coaching and support during PLC time in order to make sure all of our 3rd grade students are receiving direct, explicit instruction in phonics
- **High Dosage Tutoring:** Currently, we are providing 106 Ignite tutoring seats (1st & 2nd grade) 206 On Your Mark tutoring seats (3rd, 4th & 5th grade) and soon to add 60 Catapult tutoring seats to our Discovery Program. Coaches have been instrumental in pulling data to identify these students in need as well as overseeing all of the tutoring students daily.

Literacy Accomplishments cont...

- **Walkthroughs:** Walkthrough teams in buildings include coaches, teachers, building administrators and district leads. These instructional walkthroughs allow us to identify strengths and areas for growth. Walkthrough teams identify trends and share with staff.
- **PLC's:** PLC's will meet at least 30 times during the school year. That is approximately 20 hrs of professional learning.
- **Professional Development:** Coaches often plan for and provide targeted professional development sessions that align with district wide goals and support sessions that offer teacher choice.
- **WIN:** What I Need blocks have been established in all buildings. Coaches have used student data to support organizing groupings, worked with teachers to support planning for Tier II groups, implemented Walk to WIN for many grades.



Literacy Accomplishments cont...

- **Data Discussions:** Coaches have planned for and supported building based data days, worked with teachers to create and update data walls, facilitate consistent data discussions in order to identify students at risk, as well as enrichment students, looked for and discussed trends in the data and support teachers with individual, class and grade level plans.
- **PRISM I:** The PRISM I grant focuses on Pre K-3 Literacy. With this, we have been able to conduct a Landscape Analysis to identify strengths and areas for growth, provide targeted professional development, and create a Literacy Council. Coaches and interventionists have been instrumental in this work.



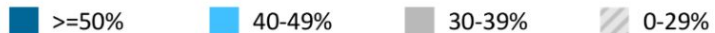
Instructional Coaches

- Provide Professional Development
- Oversee tutoring
- Plan and coordinate PLC meetings including providing teachers with the most current research information, studying the curriculum so that teachers understand the “why” behind the content and create meaningful engaging student experiences.
- Meet consistently with building administrators and the ELA Supervisor to align district practices and achieve strategic goals for both buildings and district.
- Conduct Coaching cycles to make sure all staff are supported
- Co-plan and co-teach lessons
- Support interventionists

How Much Did Growth Vary Across Baseline Placement Levels?

Median Percentage of Typical Growth Achieved by Baseline Placement Level

		K	1	2	3	4	5	6	7	8	All Students
Mid or Above Grade Level	Median % Typical Growth		57%	59%	53%	29%	0%	50%	0%	50%	42%
	Students Assessed		33	49	55	68	50	81	84	103	523
Early On Grade Level	Median % Typical Growth	90%	45%	55%	55%	53%	39%	22%	33%	0%	48%
	Students Assessed	10	31	57	120	78	62	60	72	88	578
One Grade Level Below	Median % Typical Growth	82%	47%	62%	73%	55%	38%	50%	60%	56%	55%
	Students Assessed	78	355	216	118	207	139	131	114	97	1,455
Two Grade Levels Below	Median % Typical Growth		48%	52%	82%	83%	50%	86%	158%	92%	65%
	Students Assessed		64	171	137	63	162	82	55	35	769
Three or More Grade Levels Below	Median % Typical Growth				56%	75%	62%	63%	100%	89%	75%
	Students Assessed				75	116	105	179	228	256	959

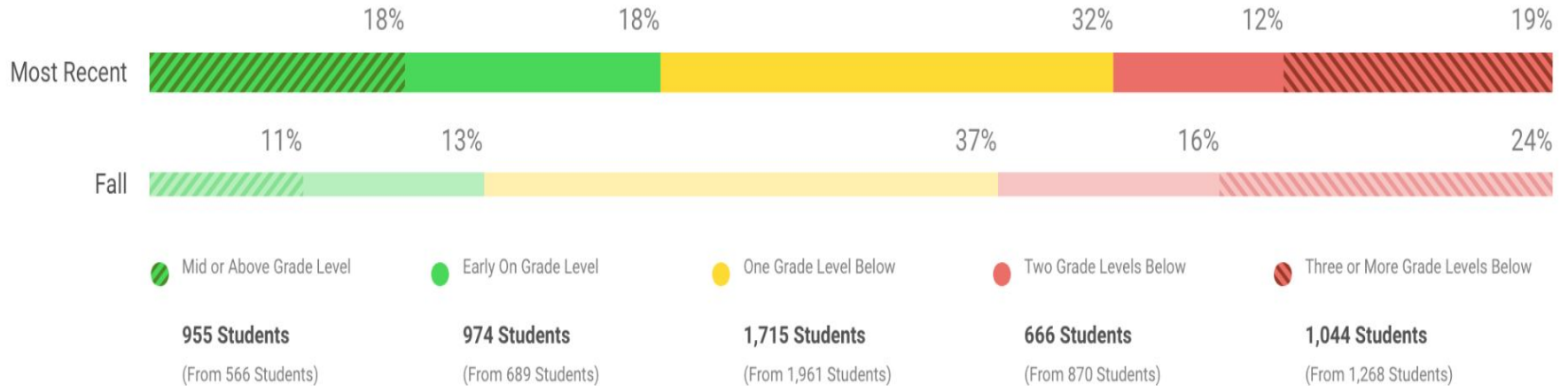




Fall to Winter All Grades

Overall Placement

Students Assessed/Total: 5,354/6,396



[i The Mapping Between 5-Level and 3-Level Placements](#)



Next Steps

- Continue to strengthen Tier I instruction through coaching cycles and targeted professional development for staff
- Continue to strengthen the WIN block so that all students receive time each day dedicated specifically to skills they need
- Work with coaches to strengthen PLC time. Lesson internalization and student work will be the focus.
- More coaching around the foundational skills block for K-3
- Coaches will be providing upcoming professional development sessions on student writing
- Continue to strengthen Pre-K-3 instruction with the support of the PRISM grant and in building coaching

Wrap up

The path to high-quality ELA achievement is paved by the instructional leaders who translate standards into student success every day. When we invest in instructional refinement, we aren't just supporting staff—we are fueling a school-wide, long term approach to accelerate literacy.

By sharpening ELA practices across an entire faculty, we move beyond individual classrooms to advocate for the reading and writing proficiency of every single student in the building simultaneously.