



ACADEMIC UPDATE: READING 2018-2019

Presentation to the Special Administrative Board
Dr. Paula Knight, Deputy Superintendent of Academics

August 16, 2018



AGENDA



- ❑ **Reading Plan: 2018-2019**
 - ❑ **Problem: Instructional Focus**
 - ❑ **Root Causes**
 - ❑ **Theory of Action**
 - ❑ **Action Steps**

PROBLEM OF PRACTICE

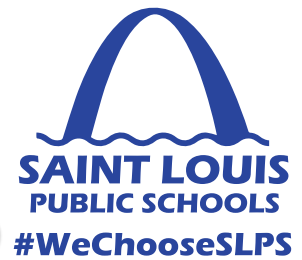


- ☐ Three-year trend data indicates that 66% of our 2nd - 8th grade students are reading below their specific grade level.
- ☐ While it has been a focus, students are not reading on grade level with specific deficits in comprehension and vocabulary.
- ☐ District and school leaders have not provided systemic training, tracking tools, or monitored instruction and each student's performance to support teachers with differentiated reading instruction to intervene timely and effectively.

ROOT CAUSES

- ❑ As a district, we must identify and intervene quickly to address student's reading concerns.
- ❑ Reading is important. We must make reading **the** instructional focus.
- ❑ We will provide comprehensive training for teachers to know how and when to intervene to address deficits and to improve literacy teaching practices
- ❑ School and district teams must provide feedback consistently and in a timely manner to teachers.
- ❑ Teachers need a strong literacy framework.
- ❑ There must be a culture of literacy in all schools.

LITERACY AUDIT: RESULTS AND IMPEDIMENTS



Elementary Principals indicated...

- ❑ Many schools lack articulated Response to Interventions (RTI) framework or did not implement framework
- ❑ Inconsistency in planning guided reading or literacy
- ❑ Authentic reading and writing experiences are not happening in necessary volume
- ❑ Teachers do not have adequate classroom libraries and literacy materials, which equals decreased student access to literacy opportunities

Secondary Principals indicated...

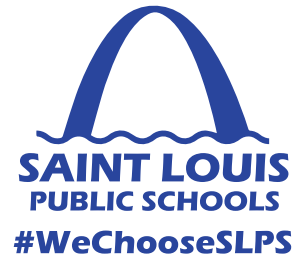
- ❑ Content literacy was clear area of focus for improvement
- ❑ High school students lack access to books
- ❑ Middle school principals are already working on culture of literacy in buildings and increase in literacy opportunities

ACTION STEP 1



- ❑ Provide teachers with a comprehensive training model to use the Standardized Testing for the Assessment of Reading (S.T.A.R.) to identify areas of concern specific to comprehension and vocabulary.
- ❑ Provide intervention strategies in order to create individualized reading plans.

IMPLEMENTATION PLAN



4 Day Reading Cohort Training Topics:

- ❑ STAR assessment,
- ❑ Balanced Literacy,
- ❑ Vocabulary Development,
- ❑ Standards-Based instruction,
- ❑ Bridging the Gap (2nd and 3rd)
- ❑ Response to Intervention training for teachers

IMPLEMENTATION PLAN cont.

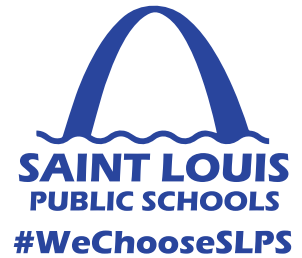


Leadership S.T.A.R. training for teachers, AICs and Principals:

- ❑ Differentiated training modules created for AICs to turnkey with school teams (i.e: Use of the Individual Reading Plans)**

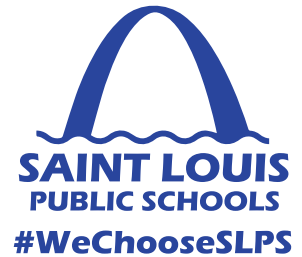
- ❑ Structure of the day will be modified per the Instructional Framework- Guides teachers on the (time allotted to teach reading); creating a culture of reading in all classrooms**
 - ❑ Teachers having an understanding of non-negotiables for teaching reading**

ACTION STEP 2



- ❑ **Pre-test students in August to identify those who need intervention (2 or more years below their reading level)**
- ❑ **Progress monitor in November and January**
- ❑ **Post Assessment in April**

IMPLEMENTATION PLAN

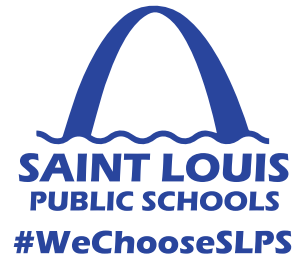


- ❑ **Through S.T.A.R. teachers will use the results from the first assessment for early identification and creation of early intervention plans for specific students.**
- ❑ **Progress monitoring will be used throughout the school year to determine growth or continued deficit areas.**
- ❑ **Accountability meetings will be held to review the data with school leaders.**

ACTION STEP 3

- ❑ **Conduct classroom observations to document Tier 1 reading as well as specific intervention sessions, provide feedback, and improve instruction**

IMPLEMENTATION PLAN



- ❑ Academic office and school leaders will conduct weekly classroom observations; providing immediate feedback to teachers (during Tier 1 and Intervention times)
- ❑ Academic Instructional Coaches (AIC) will conduct coaching cycles and maintain time and effort logs.
- ❑ Instructional Rounds model will be used to observe and give feedback to teachers to determine root causes of reading among students.

ACTION STEP 4

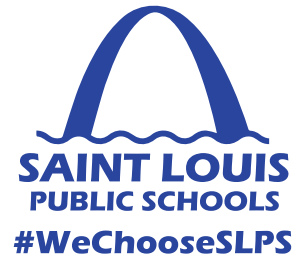
- ❑ **Superintendent and members of the Leadership Team will conduct monthly accountability meetings to review and discuss student performance data and determine next steps to provide continued support.**

IMPLEMENTATION PLAN



- ❑ **PowerPoint templates will be used for monthly accountability meetings to ensure data reporting consistency and student performance trends among selected school leaders.**
- ❑ **Intervention resource links will be provided for schools to share among teachers.**

RECOMMENDATIONS



- ❑ **Additional funds have been allocated to schools for Professional Development, Tutoring, and Extended Day Opportunities for students.**

QUESTIONS?