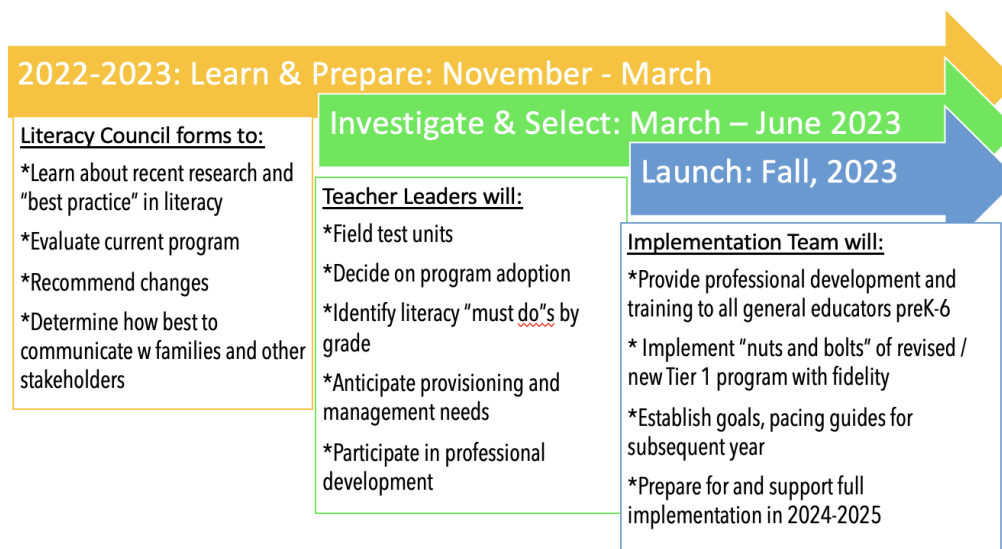


Literacy Project Update – April 5, 2023

In addition to forming a Literacy Council to review and select curriculum materials and inform instructional shifts from a district perspective, this year the district has:

- Joined the Mass Tiered Literacy initiative, which enabled us to receive technical assistance and additional support from DESE (For example, in addition to ongoing consultation and support for coaches and Literacy Council members this year, we will offer to all educators a Summer Institute course at no cost),
- Identified at least two teacher leaders for every grade K-6 to help select and then implement the new literacy program next year,
- Explored free, open-source resources to support intervention efforts and
- Developed a systematic plan to identify, support and monitor students receiving intervention outside the classroom.



The table below outlines action steps we have been taking and plan to align our practices with the current research on reading and to provide more intensive support for students reading below benchmarks. In addition to continued engagement with districts that participate in the Mass Tiered Literacy network, we will continue to grow our collective practice.

Please note that actions taken each year are expected to continue into future years.

| | 2022-2023: | 2023-2024 | 2024-2025 |
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| Elementary | <ul style="list-style-type: none"> * Added an additional Star screening window for all students to monitor progress more frequently. * Began utilizing Star assessment subtests and other assessments as appropriate to further assess students whose reading performance is below benchmark. * Literacy tutors implemented updated reading interventions that are aligned with current research. * Instructional Coach/Coordinators have used learning cycles to model shifts in instruction. <p>Ex: Coaches have modeled integrating vocabulary, strategies for teaching phonological awareness, how to make grade level text accessible to all students</p> | <ul style="list-style-type: none"> * All general educators will engage in literacy professional development and will apply what they learn by shifting instructional practices as they progress through the training. <p>Ex: Discontinuation of administering assessments to identify students' reading level and planning instruction accordingly. All students will use grade level text to develop reading skills.</p> <ul style="list-style-type: none"> * All general education teachers in Grades 3 and 4 will implement a phonics program * 2 teachers per grade level across the district will implement the program identified by the Literacy Council, including piloting new report card standards | <ul style="list-style-type: none"> * All general educators will fully implement the new literacy program. * Instructional Coaches/Coordinators will continue to dedicate the majority of coaching time to literacy so that all educators have support as they shift practice. * Instructional Coaches/Coordinators will refine and/or develop additional interventions as needed. * The report card will be adjusted to reflect curriculum and instruction changes |

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| | | <ul style="list-style-type: none"> * Instructional Coaches/Coordinators will dedicate the majority of coaching time to literacy so that all educators have support as they shift practice * We will use Star and other assessment tools to conduct dyslexia screening for all students in Grades K-2, per state requirements | |
| Sherwood | <ul style="list-style-type: none"> * Added an additional Star screening window for all students to monitor progress more frequently. *Began utilizing Star assessment subtests and other assessments as appropriate to further assess students whose reading performance is below benchmark. *Targeted use of academic focus time (AFT) period in the schedule to implement reading interventions for students below benchmark (by curriculum coordinators and team teachers). * Curriculum Coordinators reviewed current literacy practices at the middle level across the different content areas. * Added literacy tutor support; tutors | <ul style="list-style-type: none"> * All educators responsible for teaching English language arts (ELA) will engage in literacy professional development and will apply what they learn by shifting instructional practices as they learn. * All English language arts educators will use Star assessment subtests and other assessments as appropriate to further assess students whose reading performance is below benchmark. * 2 teachers per grade level will implement the program identified by the Literacy Council, including piloting new report card standards. * The ELA Curriculum coordinator will | <ul style="list-style-type: none"> * All general educators who teach English language arts (ELA) will implement the new literacy program. * The ELA Curriculum coordinator will continue to dedicate the majority of department time to literacy so that all educators have support as they shift practice. * The report card will be adjusted to reflect curriculum and instruction changes. * Further development of the model of intervention to better support English learners and students with disabilities whose reading performance is below benchmark. |

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| | <p>implemented updated reading interventions that are aligned with current research (limited due to hiring challenges)</p> | <p>dedicate the majority of department time to literacy so that all educators have support as they shift practice.</p> <p>*The reading specialist will provide direct service (Tier 3 support) to students who are not meeting grade level benchmarks.</p> <p>* The reading specialist will refine and/or develop additional literacy interventions as needed and supervise tutors in Grades 5-8.</p> <p>* The administrative team, curriculum coordinators, the English language education director, and special education director will collaborate on a system for providing support for English learners and students with disabilities whose reading performance is below benchmark.</p> | |
| <p>Oak</p> | <p>* Added an additional Star screening window for all students to monitor progress more frequently</p> <p>*Began utilizing Star assessment subtests and other assessments as appropriate to</p> | <p>* All educators will use Star assessment subtests and other assessments as appropriate to further assess students whose reading performance is below benchmark.</p> | <p>* Further development of the model of intervention to better support English learners and students with disabilities whose reading performance is below benchmark.</p> |

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| | <p>further assess students whose reading performance is below benchmark</p> <p>*Targeted use of academic focus time (AFT) period in the schedule to implement reading interventions for students below benchmark (by curriculum coordinators and team teachers)</p> <p>* Curriculum Coordinators reviewed current literacy practices at the middle level across the different content areas</p> <p>*Added literacy tutor support; tutors implemented updated reading interventions that are aligned with current research (limited due to hiring challenges)</p> | <p>* The ELA Curriculum coordinator will dedicate the majority of department time to literacy so that all ELA educators have support as they shift practice, including how best to adjust curriculum, instruction and systems of student support to align with the latest reading research.</p> <p>* Curriculum Coordinators will adjust literacy practices at the middle level across the different content areas.</p> <p>* The administrative team, curriculum coordinators, the English language education director, and special education director will collaborate on a system for providing support for English learners and students with disabilities whose reading performance is below benchmark.</p> | <p>* The ELA Curriculum coordinator will work with teacher teams to align the literacy curriculum in grades 7-8 with grades 5-6, including considering additional materials.</p> |
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What additional resources may be needed to meet these goals?

Additional capacity would help the district to make key shifts in our data culture and instructional practice. Specifically, additional technical assistance with the specialist we are currently working with through the Mass Tiered Literacy initiative will help educators to adjust and/or refine instructional practice, including how the literacy block is scheduled, components of literacy instruction and effective small group instruction.

In order to replicate the student-facing support planned for grades 5 and 6 at the K-4 level, we recommend hiring two additional reading specialist positions. Together with Title 1 Director Maureen Henry, who is also a reading specialist, these educators would be charged with:

- Training and supervising the literacy tutors in their respective buildings
- Supporting the literacy growth of our neediest students (implementing Tier 3 interventions)
- Working with the Instructional Coaches / Coordinators to analyze data and support and enhance the data culture already in place in their respective buildings
- Together with the Instructional Coaches / Coordinators, model best practice as needed and support educators in shifting instructional practice in reading and writing,
- Consulting with classroom teachers regarding the specific needs of individual learners whose reading performance is below benchmark
- Collaborating with the leaders in the English Language Education and Special Education departments to coordinate support for students in need, and
- Collaborate with district leaders to address strategic priorities and meet school improvement goals for literacy..

Thanks for your consideration as we work to support all students in achieving academic success.