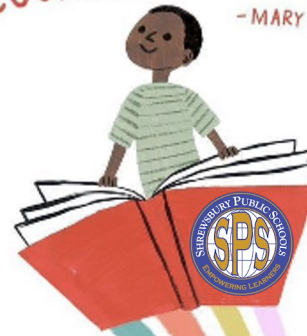


"READING IS A PASSPORT  
TO COUNTLESS ADVENTURES."  
- MARY POPE OSBORNE



# SPS Literacy: Personnel & Processes

A brief update for School Committee  
*December 6, 2023*

# Meet the Team.

**THANK YOU** for your support of the **SPS Reading Specialist team!**

Vanessa Colleran

Maureen Henry

Heather Mistretta

Susan Direnzo

Kristin Osborne



Floral & Paton



Coolidge



Beal & Spring



Sherwood



Consultant to SPS



# The Tutors are the team, too.

<b>Building(s)</b>	<b>Total Tutors (Head Count) &amp; Total Hours</b>
Coolidge	<ul style="list-style-type: none"><li>● CCS: 3 tutors (65.5 hours per week)</li></ul>
Floral & Paton	<ul style="list-style-type: none"><li>● FSS: 4 tutors (74 hours per week)</li><li>● WJP: 2 tutors (39 hours per week)</li></ul>
Beal & Spring	<ul style="list-style-type: none"><li>● HWB: 4 tutors ( 117.5 hours per week)</li><li>● SSS: 1 tutor (19.5 hours per week)</li></ul>
Sherwood	<ul style="list-style-type: none"><li>● SMS: 1 tutor (30 hours per week)</li></ul>



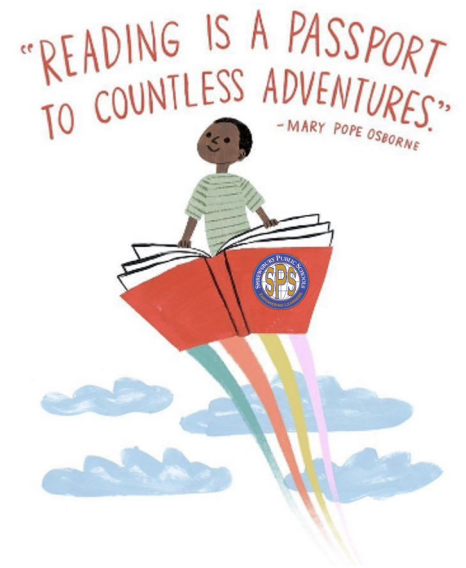
*We aspire to empower students by providing structured, standards-based literacy experiences that are engaging, relevant and responsive to their identities. Our shared commitment is to ensure equitable access to the curriculum and to foster curiosity, lifelong enjoyment of reading and writing and a growth mindset so that students experience academic success and apply their skills to understand and impact the world around them.*

**We will do this by providing evidence-based literacy instruction that is explicit, systematic and aligned across grades PreK-6. We will use a comprehensive assessment system to analyze and respond to students' literacy needs, ensuring that all students enjoy the supports and opportunities our district has to offer.**

*We will provide teachers with the tools, professional development and materials to implement all components of literacy instruction so that they can confidently and effectively support the diverse range of students in our community.*

*In this way we will ensure that everyone has the resources and knowledge to effectively contribute to their community.*

# A Shared Vision



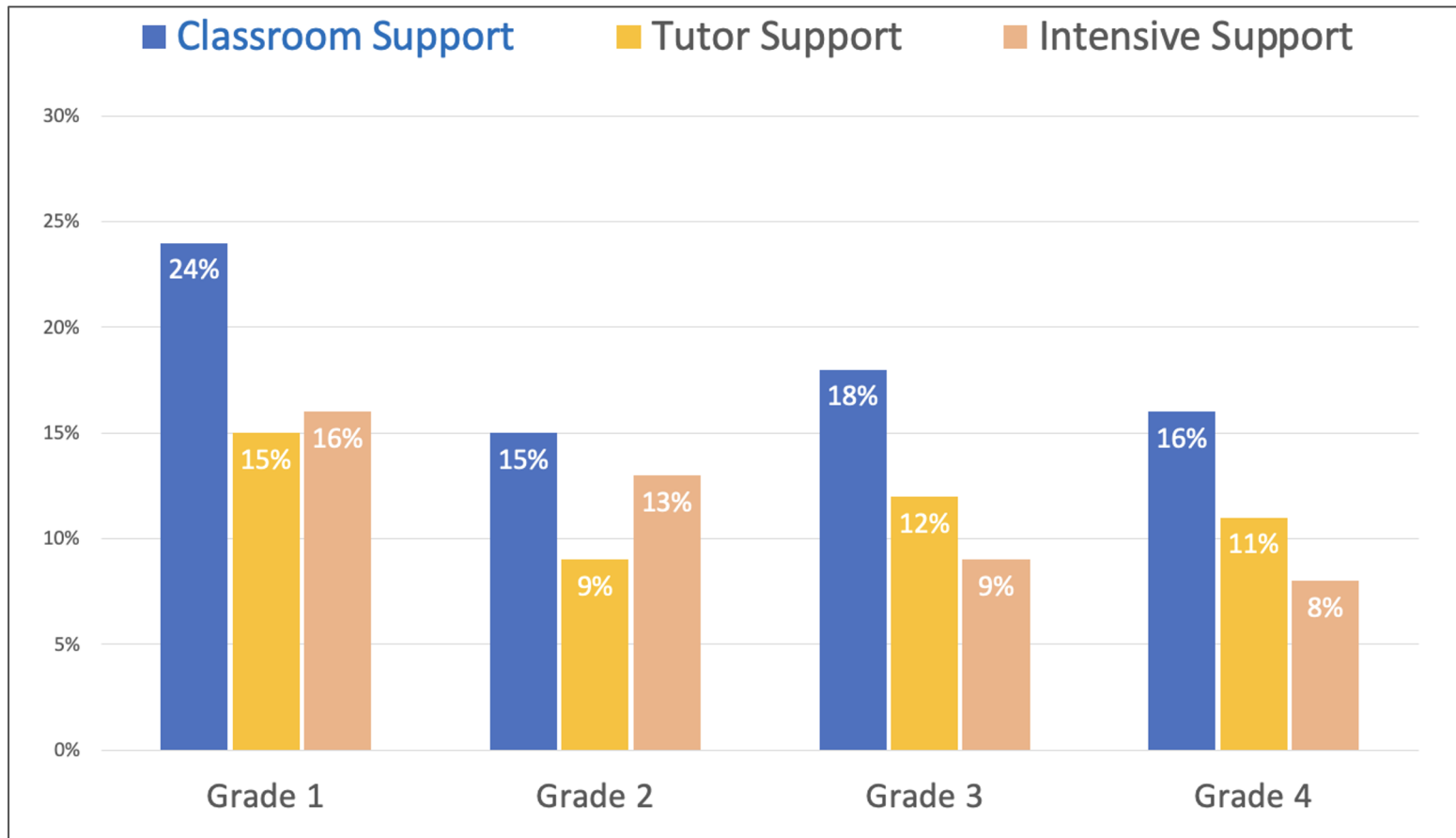
# What do our Reading Specialists do?

## They:

- Assess students reading skills and using data to develop and implement individualized reading plans
- Work with students that require support 1:1, in small groups, or in the classroom setting and maintaining records of services provided
- Supervise literacy tutors
- Collaborate with classroom teachers, administrators, and other educational professionals to support students' reading success and educator effectiveness.
- Monitor student progress and communicating with parents and other caregivers about students' literacy strengths and needs.
- Facilitate data-informed, building based discussions focused



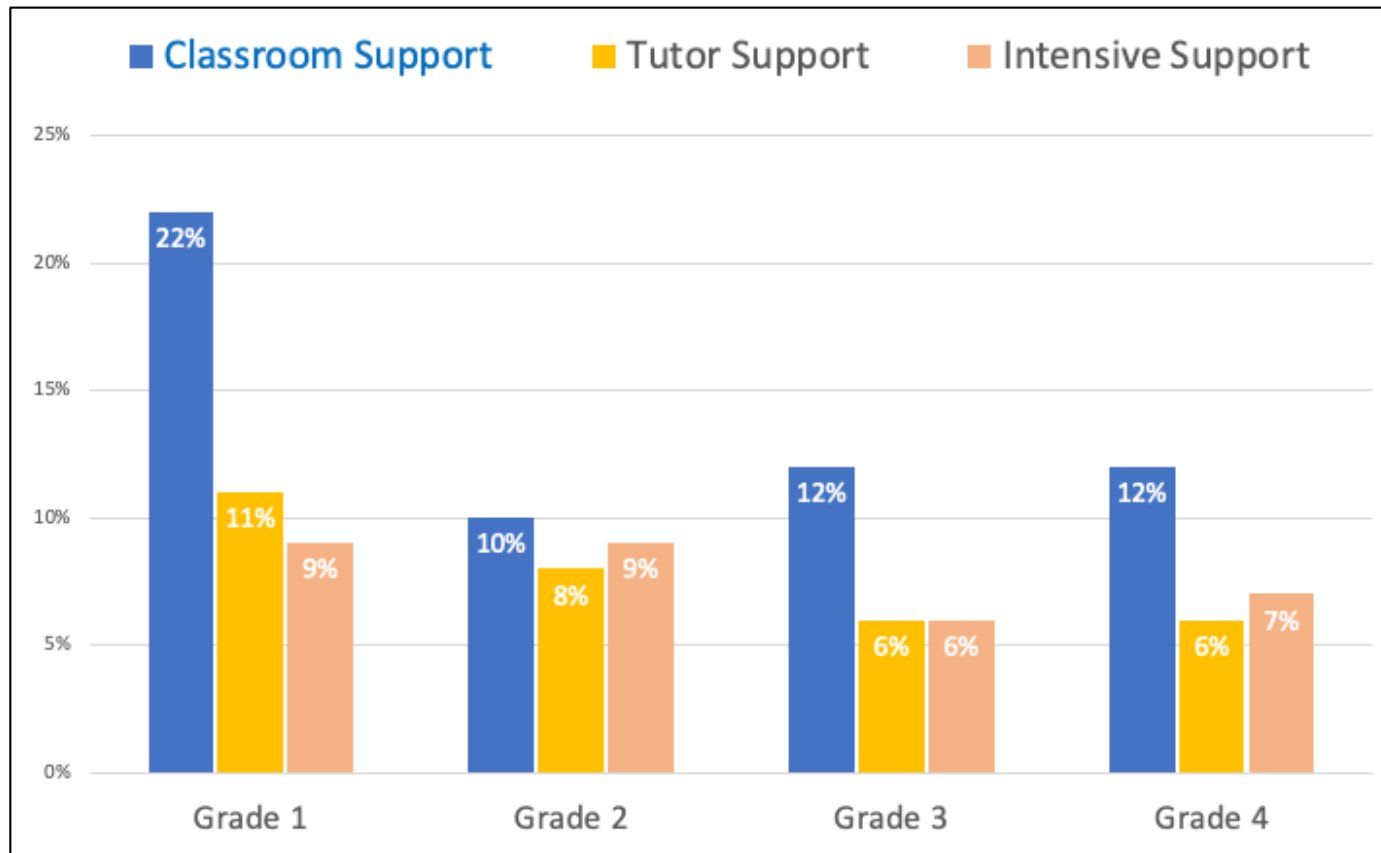
# Student Support: A Snapshot of Data Gr 1-4 Fall



*Total Percentage of Students Receiving Support*

Grade 1	55%
Grade 2	37%
Grade 3	38%
Grade 4	35%

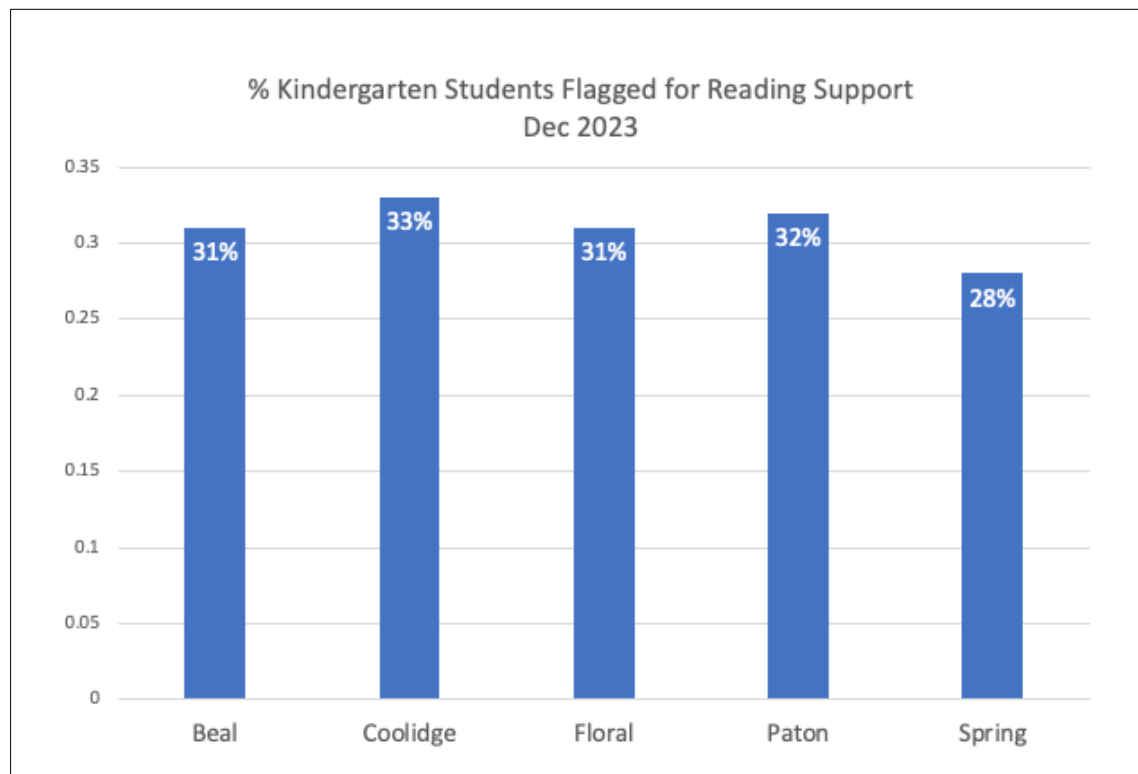
# Student Support: A Snapshot of Data Gr 1-4 Dec



*Total Percentage  
of Students  
Receiving  
Support  
December, 2023*

Grade 1	42%
Grade 2	27%
Grade 3	24%
Grade 4	25%

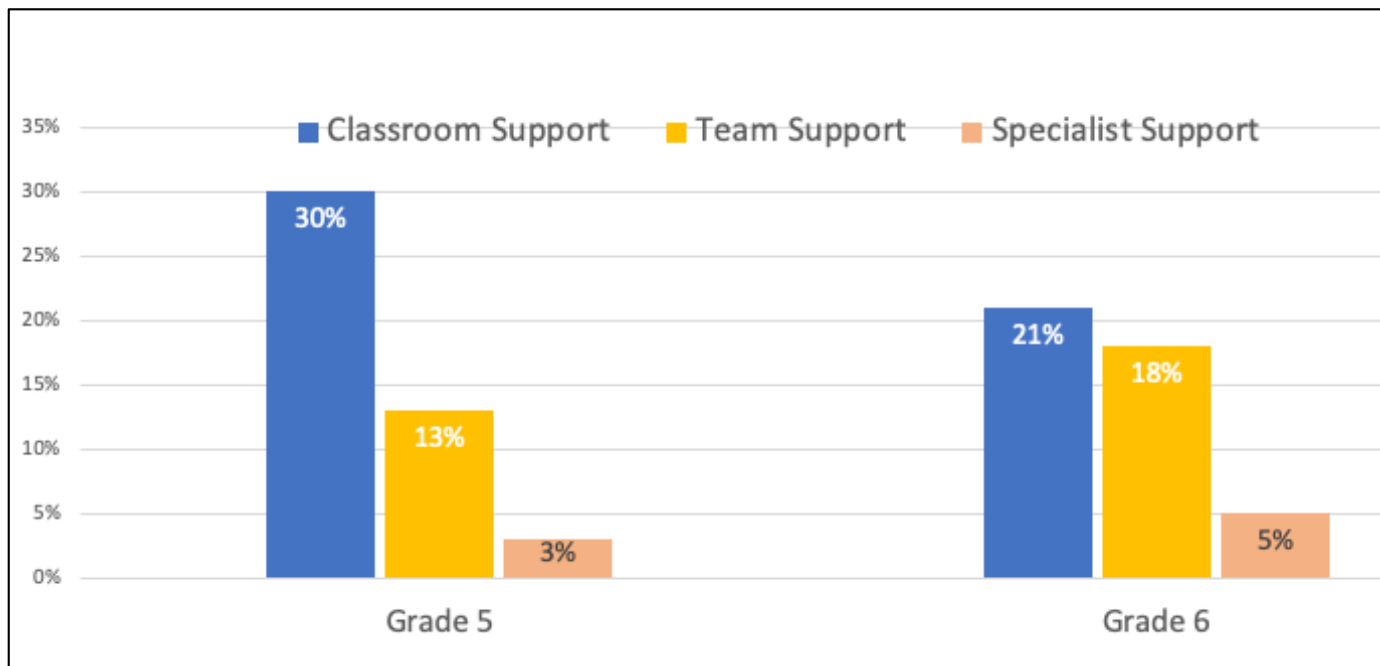
# Student Support: Kindergarten Snapshot



Approximately 112 students or 31% of our Kindergarten students have been identified for additional reading support



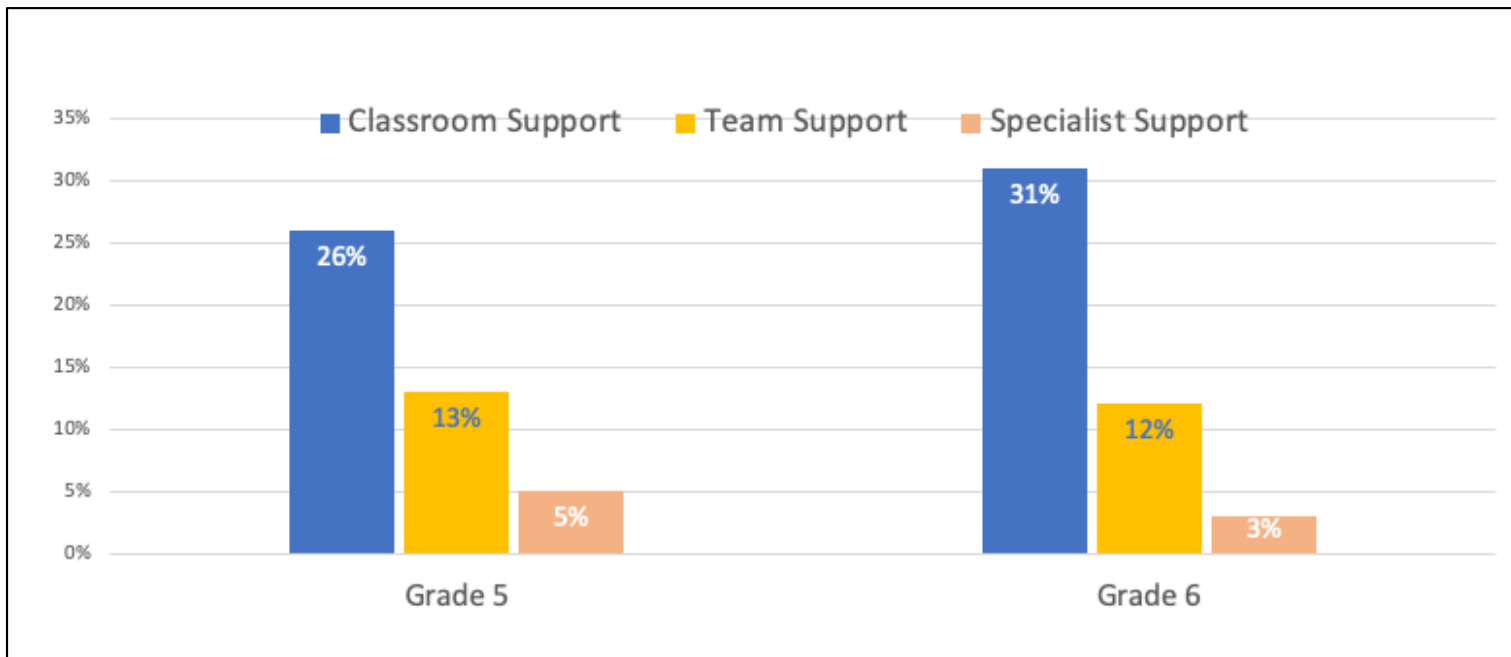
# Student Support: A Snapshot of 5-6 Fall Data



% of Students  
Receiving  
Reading  
Support  
*Fall, 2023*

Grade 5 44%  
Grade 6 46%

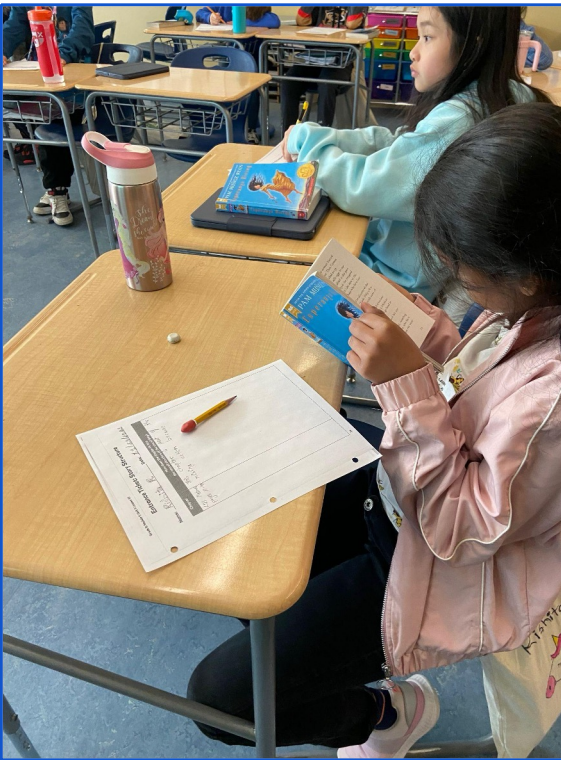
# Student Support: Projected 5-6 Winter Data



**% of Students  
Projected to  
Receive Reading  
Support  
*December, 2023***

Grade 5	44%
Grade 6	46%

# Staff Support

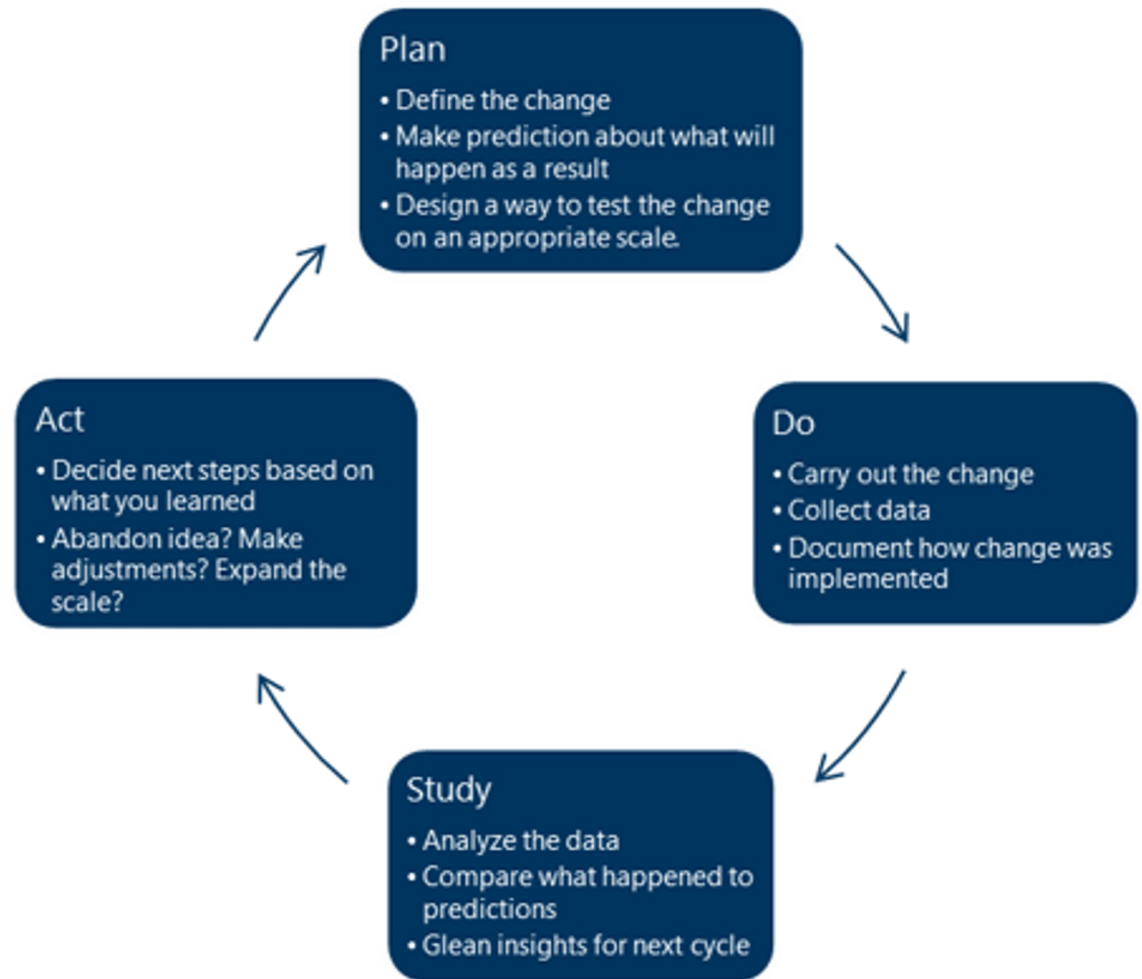


Implementing consistent data cycles has helped to ensure that all students that qualify for reading support will receive it, regardless of where they attend school.

# System Support

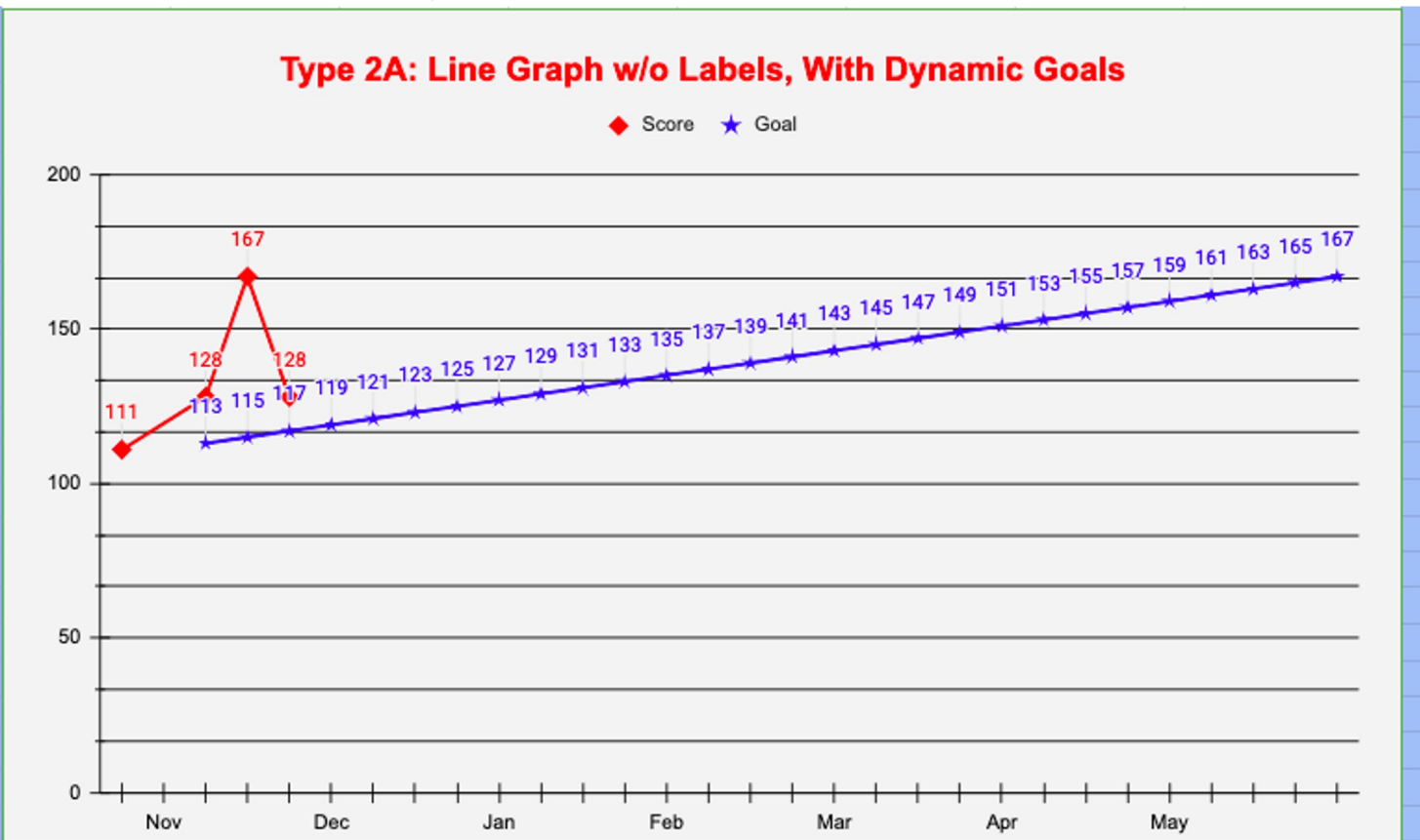
Interpreting data is key to making good decisions.

Our team excels at this.



# Diving Into New Data Cycles

Month	Week	Score	Goal
Sept	Week 1		
	Week 2		
	Week 3		
	Week 4		
Oct	Week 1		
	Week 2		
	Week 3		
	Week 4	111	
Nov	Week 1		113
	Week 2	128	115
	Week 3	167	117
	Week 4	128	119
Dec	Week 1		121
	Week 2		123
	Week 3		125
	Week 4		127
Jan	Week 1		129
	Week 2		131
	Week 3		133
	Week 4		135
Feb	Week 1		137
	Week 2		139



# Observations from Trimester 1

- We're seeing positive change, especially when we provide support early
- All educators K-8 are “on the same page” when it comes to assessing student skills AND monitoring progress
- Changes in curriculum have a “ripple effect”- we've adjusted the way we share information about students' reading skills with families



# Emerging Needs in Trimester 2

- Bigger schools with larger teams need more time for data cycles
- It takes time to grow new practices, for teachers and for district leaders. This is especially true for responding to the needs of English learners
- We're noticing students who appear to read well but have spelling challenges, indicating gaps in foundational skills



Questions?

