LEARN Team

Coaches

District Leaders

Multilanguage Learners

Special Education

Teachers

Principals

Our Plan

Year One Anticipated Outcomes

- Articulate "We Believe" Statements

- Identify Core Literacy Block Components

Our Plan

Year One Anticipated Outcomes

- Create or Refine Look Fors/Essential Agreements

- Create or Refine Assessment Calendars

Our Plan

Year One Anticipated Outcomes

- Build Out/Share Tiers of Literacy Instruction

- Utilize Collected Data to Identify Professional Learning Needs

Tier 1 Systems

- Created and Refined "We Believe" Statements

- Articulated Current Practices/Expectations

Tier 1 Systems

- Created Shared Expectations to Establish an Environment for Learning

- Identified Non-Negotiables to Assure Equity in Literacy Instruction

- Examined Unit Assessments as a Driver of Instruction
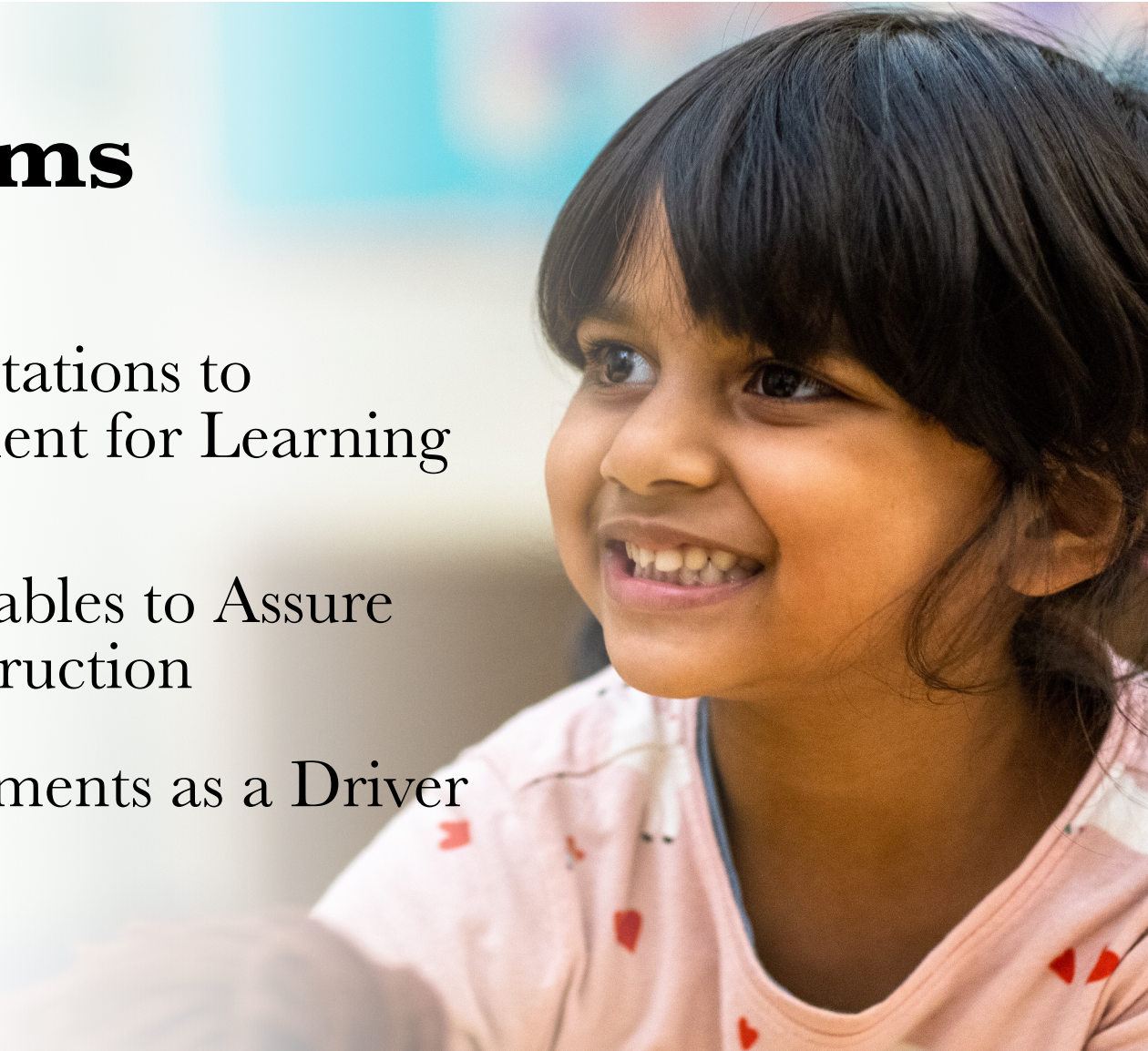
MTSS Development

- Revised Intervention Menus
- Examined Student Needs (Holistically)
- Increased Review Opportunities
- Focused on Each Child's Needs
  - Class meeting student reviews
- Incorporated Multiple Perspectives
  - Special education
  - Multilanguage learners
- Implemented MTSS Case Studies

Staff: Equity Cycles

- Designed a System of Equity Cycles
    - Focus on learning
    - Articulate expectations
    - Check on implementation
    - Monitor impact
    - Adjust

Training of All Staff

- Trained All Teachers
  - Heggerty (piloting)
  - Lexia
  - Heggerty and Fundations
    - Special education teachers

- Grounded in Data
  - Reteaching
  - Instructional Planning

Challenges

Shifting Mindsets

- Use of Existing Resources
  - Training
  - Professional Learning
  - Curriculum

- Share New or Reinforced Learning
  - All staff

Challenges: Staffing and Systems

- Sustain Professional Learning

- Allocate Resources to Commit to Professional Learning Time

- Navigate Staffing Challenges

Learned: Mastery
and Not Skipping Steps

- Teach to Mastery
  - What if a student is missing a key piece?

- Collect and Use Data
  - Knowing our impact
  - Addressing needs

Lesson Learned: Focused Improvement

- Narrow Focus for Actual Improvement

- Shift Focus of Ownership of ALL Students

Looking Ahead: Enhancing Professional Learning

- Leverage Available Resources
- Train in LETRS
  - Internally and regionally
- Dig into Vocabulary
  - Integrate into units/interactive read-alouds
- Examine SOR Implications for Grades 4-5 and Beyond

Looking Ahead: Data Systems

- Implement Data Warehouse/District Data System

- Examine Intervention Data and Assessment Calendars to Inform Professional Learning

Cross-School Alignment

- Restructure Schools/Grade levels

- Collaborate Cross-Schools for Shared Expectations