



# Science of Reading Ignite Presentation

Presented By: Goodwin Magnet System

April 27, 2023

# Purpose & Rationale

Riverside Magnet School and the Connecticut River Academy (CTRA) Middle Level Program at Goodwin University are committed to the work around the Science of Reading as a way to increase the capacity of literacy leaders within our district to in turn increase the learning outcomes of our scholars.

The professional learning opportunities, coupled with on-site coaching and the Science of Reading district literacy plan allows for purposeful goal setting to develop leadership systems and routines in the area of literacy.

Our school-based team included our Coordinator of the Multilingual Learner program to make sure components are consistent and linguistically appropriate in Tier One for those learners. Lastly, we have added members from the middle level program to the team to ensure alignment with best practices in the area of literacy.



# Meet the Team



Salvatore Menzo, Ed.D.  
Superintendent-Goodwin Magnet  
System



Sheri Tanner  
Principal-CTRA Middle Level



Kimberlee Matthews  
Principal-Riverside Magnet School



# Meet the Team



Kayleigh Conrad  
Assistant Principal- Riverside  
Magnet School



Amy Edwards  
Literacy Interventionist & Instructional  
Coach-CTRA Middle Level



# Meet the Team



Sue Montemerlo  
Literacy Coach-Riverside Magnet  
School



Karen Lapuk  
ML Coordinator-Goodwin Magnet  
System





# Riverside Magnet School



## Who Are We:

Riverside Magnet School is part of the Goodwin University Magnet System, which serves children in pre-K through grade 12. Riverside is a pre-K through grade 5 Reggio-inspired school with about 480 students. Our Reggio-inspired theme challenges students to discover, invent, and dream through an educational philosophy that puts the child's "self" and interests first.



## Literacy Focus & Goals (Tier One):

We currently use Reader's and Writer's workshop during our tier one literacy instruction. We are a growing school looking to build our capacity in the area of literacy and are currently in the process of revamping our curriculum over the next two years.

# Riverside Magnet School (Continued)

## Data:

### SBA

- 3rd Grade ELA Summative: 27% Proficient
  - 3rd Grade Math Summative: 19% Proficient
  - 4th Grade ELA Summative: 22% Proficient
  - 4th Grade Math Summative: 18% Proficient
  - 5th Grade ELA Summative: 25% Proficient
  - 5th Grade Math Summative: 32% Proficient

### STAR

- Kindergarten: 49% Proficient
- First Grade: 40% Proficient
- Second Grade: 29% Proficient
- Third Grade: 48% Proficient
- Fourth Grade: 37% Proficient
- Fifth Grade: 31% Proficient

### F&P

- First Grade: 20% Proficient
- Second Grade: 50% Proficient
- Third Grade: 47% Proficient
- Fourth Grade: 54% Proficient
- Fifth Grade: 30% Proficient







# Connecticut River Academy (CTRA) Middle Level

## Who Are We:

The CTRA Middle Grades program is part of the Goodwin University Magnet School System. The Middle Grades program opened in 2020-2021 as a school for grade 6 only and has expanded each year. As of the 2022-2023 school year, we are a Middle School with approximately 200 scholars in grades 6-8. CTRA Middle serves as the bridge between Riverside Magnet School (grades PK-5) and the Connecticut River Academy High School (grades 9-12). Our thematic focus on innovative technology aligns to the advanced manufacturing theme at CTRA and prepares scholars for participation in one of the five magnet pathways offered at the high school.

Literacy Focus & Goals (Tier One): During Tier One instruction, our literacy focus is vocabulary and comprehension in many content area classrooms. In ELA, scholars engage in *Reader's and Writers' Workshop* and use *Notice & Note* strategies for close reading. Looking ahead, our goals include: implement systematic and explicit instruction in small groups, develop a literacy scope & sequence targeting gap areas, and utilize research based literacy strategies based off our scholars' needs. In addition, we could benefit from having more literacy screeners to triangulate data to best support our scholars.



# Connecticut River Academy (CTRA) Middle Level (Continued)

i-Ready- fall 2022 to spring 2023 data

Grades 6-8

- 55% of scholars met typical growth by spring 2023
- 24% of scholars met stretch growth by spring 2023
- 55% of scholars improved placement from fall diagnostic to spring diagnostic
  
- 6th grade: 21% on grade level or above, 49% met typical growth, 22% met stretch growth
- 7th grade: 34% on grade level or above, 52% met typical growth, 18% met stretch growth
- 8th grade: 39% on grade level or above, 67% met typical growth, 33% met stretch growth
  
- 6th grade: 46% improved placement
- 7th grade: 60% improved placement
- 8th grade: 62% improved placement



# Multilingual Learner Program

## **Scholars:**

- 72 Multilingual learners grade K-5
- 27 Multilingual learners grades 6-8
- More than 20% of student population K-8

## **Educators:**

- 1 ESOL certified teacher
- 1 Spanish Bilingual elementary certified teacher
- 1 Bilingual Coordinator shared among three buildings



# SOR District Literacy Plan & Goals

- Goal: Literacy instructional leaders will develop and coach educators to implement rigorous evidence-based literacy instruction that meets individual learners needs and improves learning outcomes.

Strategy #1	Action Steps
Leverage the school based literacy leadership teams in conjunction with the district based leadership team to oversee and support the implementation of an aligned model for literacy instruction across all schools within the district	<ul style="list-style-type: none"><li>• Align district based goals with school based goals.</li><li>• Set initial benchmarks for literacy goals and curriculum and gather feedback and input from teachers.</li><li>• Develop and create a communication plan for the year and review meeting minutes to ensure alignment.</li></ul>



# SOR District Literacy Plan & Goals

- Goal: Literacy instructional leaders will develop and coach educators to implement rigorous evidence-based literacy instruction that meets individual learners needs and improves learning outcomes.

Strategy #2	Action Steps
Develop and implement a robust data system to provide literacy data to the school based and district level literacy teams (Performance Matters) to support informed practice.	<ul style="list-style-type: none"><li>• Schedule professional development for all stakeholders using Performance Matters.</li><li>• Individual schools will create guidelines around how they will use Performance Matters to review data.</li></ul>



# SOR District Literacy Plan & Goals

- Goal: Literacy instructional leaders will develop and coach educators to implement rigorous evidence-based literacy instruction that meets individual learners needs and improves learning outcomes.

Strategy #3	Action Steps
Develop and implement school based data teams to review and analyze literacy data.	<ul style="list-style-type: none"><li>• Establish teams, norms and goals for the year.</li><li>• Implement data team processes that include scholar work protocols and sharing of effective instructional strategies.</li></ul>



# SOR District Literacy Plan & Goals

- Goal: Literacy instructional leaders will develop and coach educators to implement rigorous evidence-based literacy instruction that meets individual learners needs and improves learning outcomes.

Strategy #4	Action Steps
Revisit and review the district based professional development calendar as needed to enhance ongoing professional development opportunities around literacy.	<ul style="list-style-type: none"><li>• Elementary and middle admin discuss alignment and review professional development needs across PK-8.</li><li>• Survey staff about professional development and needs as related to literacy instruction and resources.</li></ul>



# SOR District Literacy Plan Targeted Benchmarks

- 70% of teachers in grades K-8 will demonstrate competency on domain 3 of the CCT rubric as it relates to literacy instruction as evidenced by Flash Feedback data.
- 55% of K-3 students will meet EOY reading proficiency according to the STAR assessment
- 60% of 6-8 students will make one or more year's growth on the EOY iReady reading assessment





# Current Professional Learning

- Literacy How & Small Group Instruction
  - Literacy How Consultant K-2 professional development opportunities
    - Weekly modeling of small group instruction
    - Sessions with teachers (i.e. using data to create and plan for small groups, creating toolkits for small group work, etc.)
    - Various resources used during modeling accessible in shared google folder
- Read Alouds
  - RMS Literacy Coach professional development opportunities
    - PreK - Using Wordless Picture Books
    - Gr K - Using Emergent Storybooks to Increase Oral Language
    - Gr 1-5 - Reading Comprehension Aligned with SOR (Nancy Boyles session)
    - Gr 3-5 - Bringing Intentionality to Interactive Read-Alouds
- Vocabulary
  - Integrated into the professional learning opportunities
    - Literacy How Consultant
      - Warm up to decodable texts
    - RMS Literacy Coach
      - Building concept understanding through the various read-alouds in each grade



# Current Resources

- Curriculum
  - Teachers College Reading/Writing Units of Study
  - Foundations Phonics
  - Heggerty Phonemic Awareness
- Resources
  - Schoolwide Bookroom
  - Leveled and Decodable Text Sets
  - Lexia Core5
  - Words Their Way
- Considerations Moving Forward
  - Revisiting Assessment and Progress Monitoring Tools (STAR and Reading and Writing Curriculum



# Current Needs

- Curriculum
  - In the process of evaluating state approved reading curriculum models/programs
- Resources and Literacy Screeners
- Needs Assessment
  - Literacy Materials Inventory
  - Literacy Competency Self-Assessment
  - Learning Walk Data



# Changes in Practice & Structures

- Addition of Heggerty Phonemic Awareness PreK-2
- Implementation of Learning Targets
- Cohesive Read Aloud Structures & Routines
- Environmental Learning Walks with feedback
- Equitable Literacy Resources Based on Needs Assessment
- WIN (What I Need & Intervention) Block built into K-5 daily schedules



## Next Steps

- Comprehension
- Curriculum & Instruction
  - Review of approved Reading Curriculum for Fall 2024 implementation
- Small Group Instruction & Guided Reading Model
  - RMS Literacy Coach and SOR Coach are collaborating on training timeline and session content
- Timeline for Professional Development
- Targeted Literacy Scope & Sequence
- Review of Program Materials for Implementation in 2024



# Thank You!

