



Embracing The Science of Reading to Promote Strong Beginnings and Strengths Beyond

Presented by NLPS' K-3 District Literacy Team: Superintendent, Dr. Cynthia Ritchie; Assistant Superintendent, Dr. Jennifer Hills-Papetti; Instructional Coach, Rich Baez; Elementary Principal, Norma Delara; Instructional Coach, Carolyn Rowbotham; Kindergarten Teacher, Stacy Sherman-Watson; and Special Education Teacher, Colleen Delaporta-Wells



united in excellence



*Student
Achievement*



*Climate and
Culture*



*A School Community that Creates Welcoming &
Empowering Partnerships for Learning*



*Operations, Systems
and Structures*



*Talent Management:
Recruit, Retain
and Recognize*

NLPS 2024 *District Improvement Plan*

Our District Team

- Dr. Cynthia Ritchie – Superintendent
- Dr. Jennifer Hills-Papetti – Assistant Superintendent
- Norma Delara – Principal, Jennings Elementary School
- Richard Baez – Instructional Coach
- Carolyn Rowbotham – Instructional Coach
- Stacy Sherman-Watson – Year-Round Kindergarten Teacher
- Colleen Delaporta-Wells – Special Education Teacher

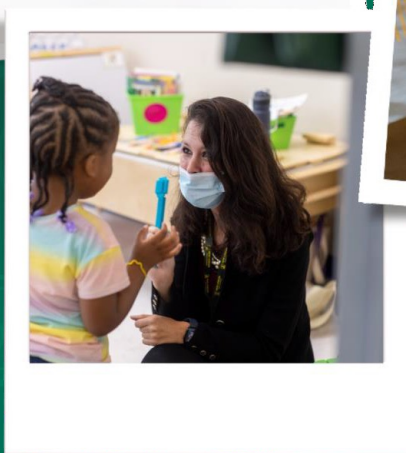




In the beginning of our journey, just a few years ago...

- Schools were operating as independent entities, not “united” to a district vision and mission
- No universal curriculum
- No pacing guides
- No fidelity to universal assessments
- No Instructional Interventionists
- No equity in Instructional Coaches across buildings
- No focus on small group instruction
- No ongoing professional development
- No SRBI Process nor universal procedures
- No developed district-wide data team process
- No commitment to daily protected literacy time

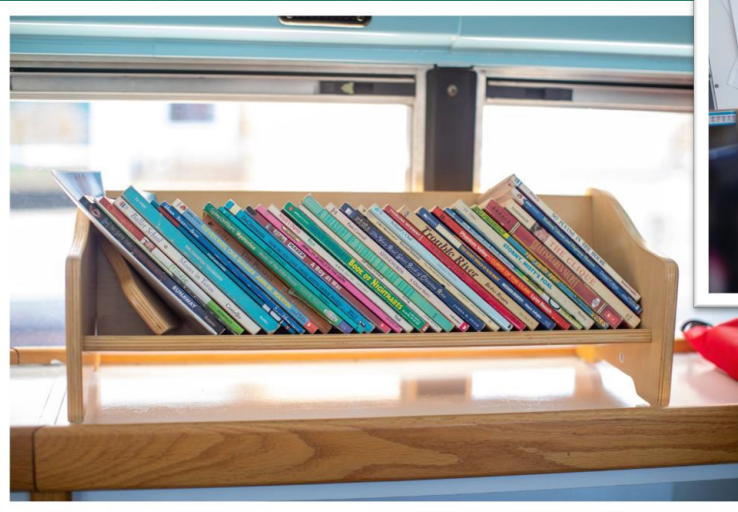




And now, after a commitment to developing universal systems and structures to support early literacy developments...

- “United” district vision, mission, goals and Literacy Plan.
- Consistent universal assessments K-3, which measure a variety of literacy skills
- Cohesive universal curriculum, with consistent pacing and a variety of multi-level and multicultural books and resources
- A team of 2 Instructional Coaches in each building
- A team of 6 Instructional Interventionists in every building
- Universal expectations for small group instruction
- Coaching supports and well-designed ongoing professional development
- District-wide SRBI Process with consistent progress monitoring
- Commitment to a minimum of 90-minute literacy blocks, that include daily time dedicated to phonics, whole group and differentiated small group instruction
- Instructional Rounds, capturing best practices, done consistently
- Robust parent/family engagement plan, linking activities to family learning that supports K-3 literacy development





Additionally, we focused on thinking out-of-the-box, to bring forth innovative schooling design options...

- Designed and implemented a new multi-year and multi-aged schooling option: Year-Round Schooling. This is now in place for K/1 and 2/3; with 4/5 to be implemented in the 23-24 school year.
- Designed and implemented a robust adult learning plan to include instruction on how to teach phonics, phonemic awareness, phonological awareness, and vocabulary. Training was offered to elementary staff, as well as staff at the secondary level.
- A lot of work occurred at our new Birth to Age 8 Preschool and Community Learning Center. Several hundred participants engaged in learning during our monthly family events. Our district's various partners continue to be huge resources to our staff, students and families.
- Began to employ a district-wide, bilingual Family Engagement and Empowerment Coordinator.
- Began to employ a bilingual administrator to assist students who are dually identified (MLL and Special Education) and their families.
- Began to conduct home visits to engage with our families and students within the community. Over 100 visits have already occurred.





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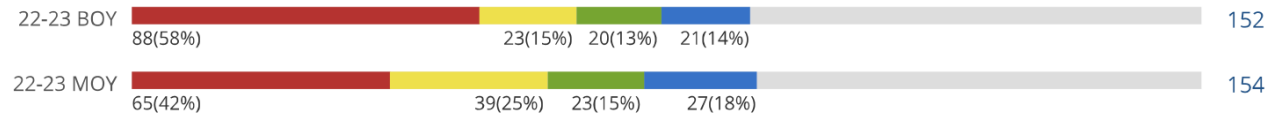
NLPS 2024 *District Improvement Plan*

Kindergarten Reading Scores: as of the Mid-Year Mark

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	71%	25%	52%	7%	52%	149/166
Grade 1	50%	19%	34%	5%	34%	240/259
Grade 2	53%	27%	35%	9%	42%	198/210
Grade 3	77%	42%	41%	15%	46%	260/272

DIBELS Mid-Year Data

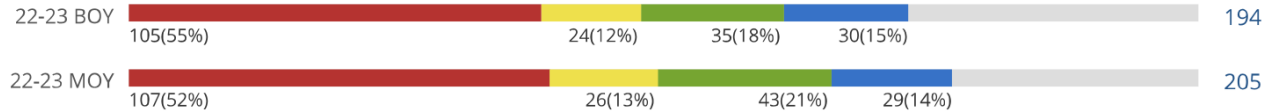
K



1



2



3



Planning for the Future

- Continue to develop and offer a differentiated Professional Development Plan. Continue to rollout SOR learning concepts across all schools over the summer and next year
- Deeply train of administration in how to utilize various literacy data points to drive next steps in instruction and professional development.
- Deeply train all instructional coaches in SOR to better support classroom planning and co-teaching opportunities
- Continue working with families to develop content specific learning modules to show how families can embrace continued learning and practice of literacy activities at home
- Build new pathways for adult learning to include new pipelines for addressing teacher and paraprofessional shortage areas (see next slide for more)



Innovating Now and into the Future

Parent Ambassadors

Instructional Rounds

Instructional Coaches

Data Dashboards

Science of Reading
Masterclass

Coordinator of Family
Engagement and Empowerment

Supervisor of Special
Education- PPTs and Parent
Advocacy



Differentiated Professional
Development for All Staff

Parent University

Addition of 4-5 Year Round
Classroom for SY23-24

Analyze SBA Data for 3rd Grade

Direct throughline from Pre-K
College/Career

Continued Research Projects for
Effective Family Engagement

Innovative Pipelines to Certification
for current staff





Useful Links and Resources

- [DIP](#)
- [K-3 Video](#)
- [K-3 CT's K-3 Literacy Strategy](#)
- [In-School Student and Family Sharing](#)







New London Public Schools
134 Williams St.
New London, CT 06320
www.newlondon.org



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