



Literacy Update



Board Presentation
9.14.23



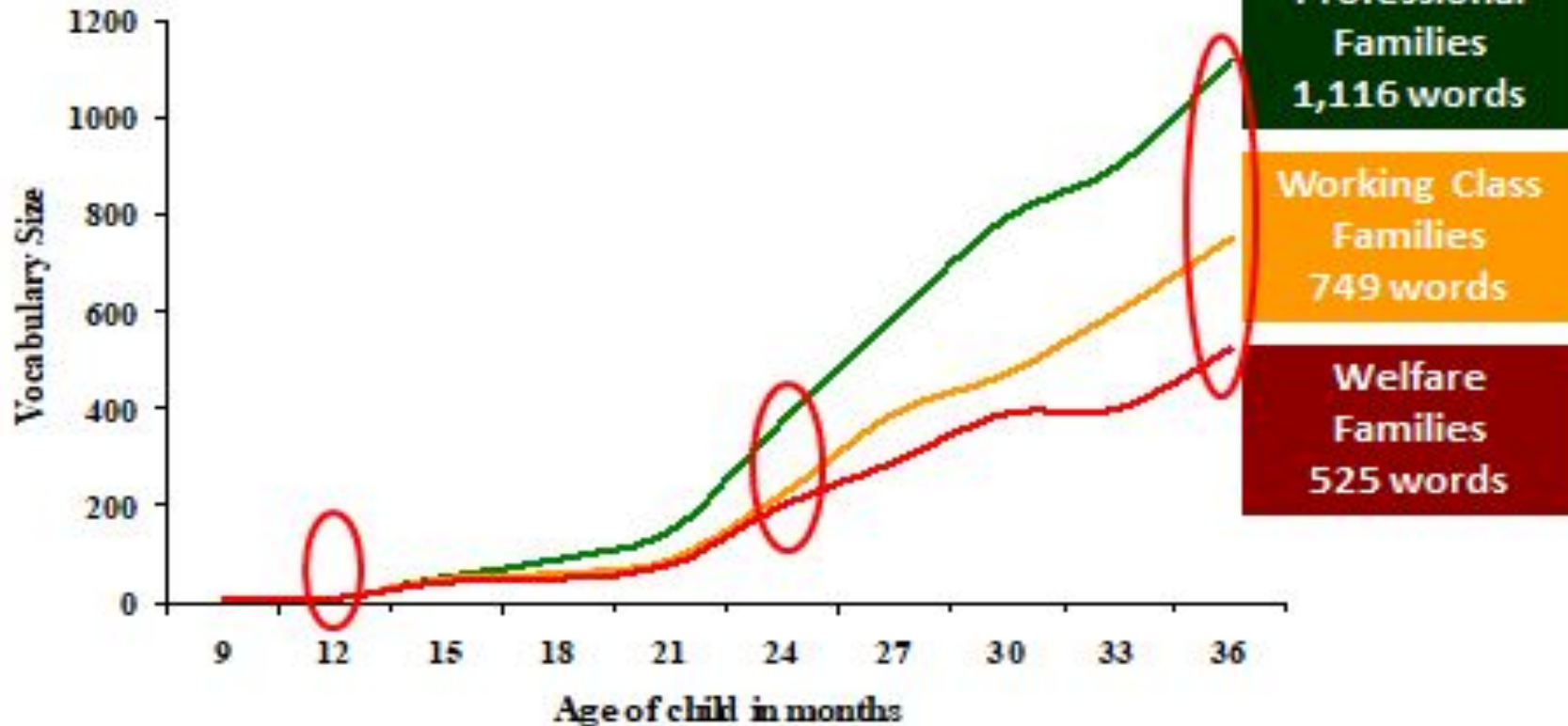
The Problem

- Many students are not reading on grade level by the end of third grade.
-

Our Approach to the Problem

- Readiness for Kindergarten
 - Community focus on early literacy (birth - age 5)
 - Learn to Read (PreK-3rd)
 - Foundational reading skills
 - MTSS Tier 2-3 support
 - Read to Learn (4th-12th)
 - Additional support for students after 3rd grade
 - MTSS Tier 2-3 support
-

Disparities in Early Vocabulary Growth



Early Literacy Community Approach

Establishment of a community literacy council was foundational to bringing the community together to solve this problem.

- The literacy council consists of a collaborative group of community volunteers and includes representation from:
 - Altrusa Club of Statesboro
 - Bulloch County Schools
 - City of Statesboro
 - East Georgia Regional Medical Center
 - Ferst Readers of Bulloch County
 - Georgia Power Company
 - Georgia Southern University College of Education
 - KidsWorld Learning Center
 - Statesboro Regional Library

Learn to Read / Read to Learn




Tier 1 Reading Instruction:


- Driven by state standards
 - Daily lessons based on the “Five Pillars of Literacy” as identified by the National Reading Panel
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
-

A Closer Look at the Five Pillars of Literacy: *Learning to Read*

- Phonemic Awareness
 - The ability to identify and manipulate sounds in words
 - Phonological Awareness is the broader term and begins at home
- Phonics
 - Matching phonemes (sounds and articulatory gestures) to their graphemes (letters and letter combinations)

SPOT THE DIFFERENCES!
HERE ARE SOME EXAMPLES USING THE WORD "CAT."

 Phonological Awareness	 Phonemic Awareness	 Phonics
Hearing that: <ul style="list-style-type: none">• Cat is one syllable• Cat rhymes with bat, hat, and sat• Cat has an onset /c/ and a rime /at/	Hearing the individual sounds (phonemes) in cat. /c/, /a/, /t/ and blending sounds heard to make and say "cat."	See the written word, pronounce each phoneme, and blend them to say the word. Children will learn to decode unfamiliar words.

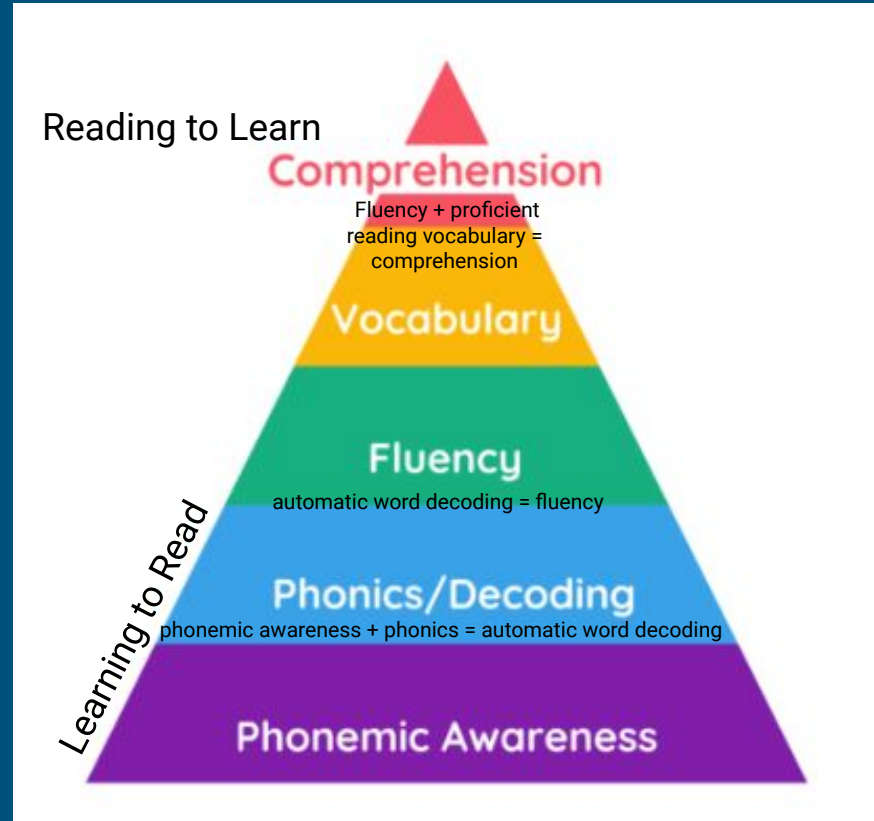


Christina Winter - mrs wintersbliss.com

A Closer Look at the Five Pillars of Literacy: *continued*

Reading to Learn

- Fluency
 - The ability to read accurately and quickly
- Vocabulary
 - Words we know to communicate effectively
 - Oral Vocabulary - words we use in speaking or recognize in listening
 - Reading Vocabulary - words we recognize in print
- Comprehension
 - Once a child is reading fluently with a strong vocabulary, they can read for understanding



Learn to Read/Read to Learn

Goal: Consistent instruction that incorporates the concepts of the “Five Pillars of Literacy” and is responsive to the specific needs of students

- District-Wide Phonics Curriculum (K-2)
 - University of Florida Literacy Institute (UFLI) Foundations
 - FY24 - kindergarten
 - FY25 - kindergarten and 1st grade
 - FY26 - kindergarten, 1st, and 2nd grade
- Guided Reading Framework (K-5)
 - Small-group differentiated instruction that supports all students in developing reading proficiency
- New Georgia ELA Standards (K-12)
 - Curriculum teams
 - Training and Professional Learning - FY24 and FY25
 - Full implementation of new standards - FY26

MTSS: Supporting Students with Reading

Goal: Ensure consistency across the district in our endeavors to support student learning by helping to build foundational skills and close gaps.

- Tiered Support
 - Tier 1 - core instruction
 - Tier 2 - targeted support
 - Tier 3 - more intensive, frequent support
 - Tier 2 and Tier 3 supports are designed based on individual student needs
-

Reading Tier 2: What does it look like?

- One intervention determined by data (focus on weakest area and grow)
- Small group instruction - typically done by classroom teacher, but may also be supported by MTSS personnel in the building
 - Elementary - Small group instruction with a focus on phonological awareness and phonics
 - Middle - Small group instruction with a focus on vocabulary and comprehension
 - High - placement in yearlong 9th and 10th ELA courses; remediation time built in the schedule of two high schools
- 2 to 3 days a week
- 15-30 minutes
- Progress monitored to determine next steps

Reading Tier 3: What does it look like?

- Two interventions determined by data (focus on weakest areas and grow)
- Frequency and duration increases from Tier 2 to Tier 3
- Small group instruction or one-on-one
 - Elementary
 - intensive focus on phonological awareness and phonics
 - Middle
 - READ 180 - Small group instruction focusing on foundational reading skills
 - System 44 - Small group instruction focusing on phonics and phonological awareness
 - High
 - READ 180 - Small group instruction focusing on foundational reading skills
 - Placement in yearlong 9th and 10th ELA courses for students who are below grade level
- Progress monitored to determine next steps

MTSS Components - Reading

- Intentional, data driven
 - Universal Screener
 - iReady (3 times a year)
 - STAR (once monthly for Tier 3 students)
 - Progress Monitoring data based on intervention
- Data used to develop a formalized plan
- Evidence-based interventions
 - District approved list of interventions for each pillar/domain
- Dyslexia Characteristics
 - Soft implementation in FY24
 - Piloting two state-approved screeners split between the elementary schools (iReady and STAR)
 - Intervention plans developed for students with characteristics (phonological awareness)

Literacy Legislation and Updates

- HB 538 - Early Literacy Act
 - SB 211- Georgia Council on Literacy
 - SB 48 - Dyslexia
 - GaDOE K-12 ELA Standards Rollout
-

A Closer Look at HB 538, SB 211 and SB 48

Overlapping components

- Instructional Materials
- Screeners
- Intervention
- Professional Learning
- Teacher Preparation
- Measuring Literacy Outcomes

Instructional Materials

HB 538 - Early Literacy Act	SB 211 - GA Council on Literacy
Aligned to the science of reading; instruct students in foundational literacy skills and State Board of Education (SBOE)-approved English Language Arts (ELA) standards; approved by SBOE for grades K-3	Requires local districts to certify annually use of high quality instructional materials for K-3

BCS:

January 2024 - GaDOE releases approved list of high quality instructional materials

August 2024 - BCS establishes ELA textbook adoption committee

December 2024 - Local BOE approval of high quality instructional materials for K-3, certify to GaDOE

April 2025 - BCS ELA textbook adoption committee decision finalized

August 2025 - Local BOE annually certifies to GaDOE its instructional materials

Screeners

HB 538 - Early Literacy Act	SB 211 - GA Council on Literacy	SB 48 - Dyslexia
Administered three times per year to K-3 students; measure foundational literacy skills; identify characteristics of dyslexia; used for progress monitoring.	Approval of state screeners Report results of screeners to parents and GaDOE	GaDOE provides list of approved dyslexia screeners

BCS:

August 2023 - BCS piloting dyslexia screeners

January 2024 - BCS submits universal screener to GaDOE for approval

July 2024 - GaDOE provides list of approved universal screeners for reading

August 2024 - BCS must administer universal screeners three times per year

June 2025 - BCS submits dyslexia screener data to GaDOE

April 2026 - BCS submits formative assessment reading data to GaDOE for grades 1 and 2 as well as summative assessment data for 3rd grade

Interventions

HB 538 - Early Literacy Act	SB 211 - GA Council on Literacy	SB 48 - Dyslexia
Tiered reading intervention plans for K-3 students who exhibit significant reading deficiency; use of evidence-based strategies.	Tiered reading intervention plans for K-3 students who exhibit significant reading deficiency	Tiered reading intervention plans for K-3 students who exhibit characteristics of dyslexia

BCS:

August 2023 - BCS curated list of appropriate, evidence-based interventions for dyslexia characteristics (foundational literacy skills)

May 2024 - BCS must meet requirement of approved instructional programs and interventions to receive EIP funding (goes into effect FY25); BCS reviews MTSS data from soft implementation to make determine what adjustments need to be made for full implementation in FY25

August 2024 - BCS implements tiered reading intervention plans for K-3 students who exhibit a significant reading deficiency

Professional Learning

HB 538 - Early Literacy Act	SB 211 - GA Council on Literacy	SB 48 - Dyslexia
Training for all K-3 teachers on the science of reading, structured literacy, and foundational literacy skills.	Training and coaching for all K-3 teachers on the science of reading, structured literacy, and foundational literacy skills	Provide ongoing professional learning opportunities for teachers regarding dyslexia

BCS:

2023 (ongoing) - Capacity Building Grant for Multisensory Reading Project - participants from every BCS elementary school

2024 (ongoing) - New ELA Standards Training

December 2024 (ongoing) - BCS provides instructional support to K-3 teachers, training on the science of reading, structured literacy, foundational skills, and evidence based decision making, as well as demonstrated lessons and feedback/coaching for literacy instruction

July 2025 - BCS ensures that all K-3 teachers complete a state-approved literacy training program

Teacher Preparation

HB 538 - Early Literacy Act

Georgia Assessments for the Certification of Educators (GAGE) aligned with developmentally appropriate evidence-based literacy instruction; creation of standards to ensure students completing teacher certification programs graduate with the knowledge and skills to teach reading.

SB 211 - GA Council on Literacy

Georgia Assessments for the Certification of Educators (GAGE) aligned with developmentally appropriate evidence-based literacy instruction; creation of standards to ensure students completing teacher certification programs graduate with the knowledge and skills to teach reading.

Measuring Literacy Outcomes

HB 538 - Early Literacy Act	SB 211 - GA Council on Literacy	SB48 - Dyslexia
<p>State Board of Education will adopt a formative reading assessment for students in grades 1 and 2 - results are reported to parents/guardians and GaDOE; summative assessment program for 3rd grade reading, nationally normed referenced instrument for 3rd grade reading</p>	<ul style="list-style-type: none">● Establish uniform standard for measuring literacy● Formative reading assessments for 1st - 2nd grades● Grade-appropriate metrics for literacy	<p>LEAs will submit data to GaDOE for required reporting for students in K-3:</p> <ul style="list-style-type: none">● Number of students identified with Dyslexia characteristics● Number of students screened for Dyslexia characteristics● Number of students newly identified● Number students participating in interventions (inside vs outside of school)

BCS:

June 2025 - BCS submits dyslexia data to GaDOE

April 2026 - BCS submits HB 538 literacy data to GaDOE for required reporting

Georgia's K-12 ELA Standards Implementation Timeline

2023-2024	2024-2025	2025-2026
<ul style="list-style-type: none">• Resource development, instructional supports, professional learning, and assessment updates.	<ul style="list-style-type: none">• Resource development, instructional supports, professional learning, and assessment updates.	<ul style="list-style-type: none">• Full Implementation – Georgia students tested on updated ELA assessments.

BCS Implementation Timeline

Questions?