

Colton Joint Unified School District



Elementary Literacy Task Force Report

with Recommendations for Enhancing K-6 Literacy

2022-2024



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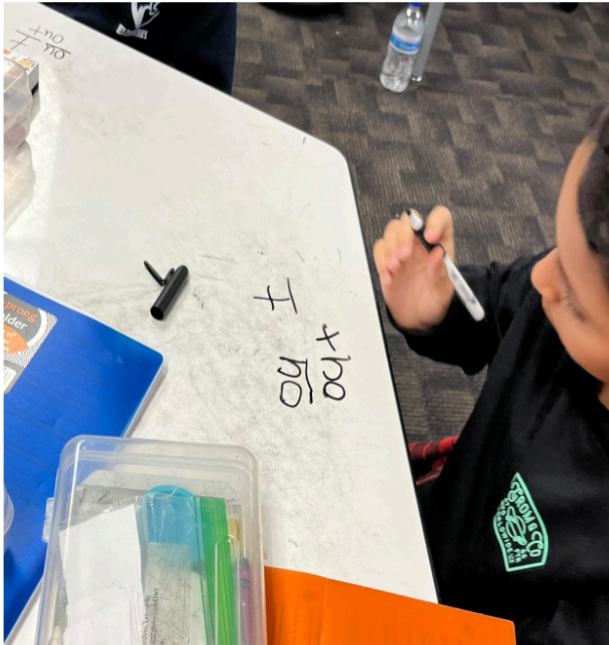
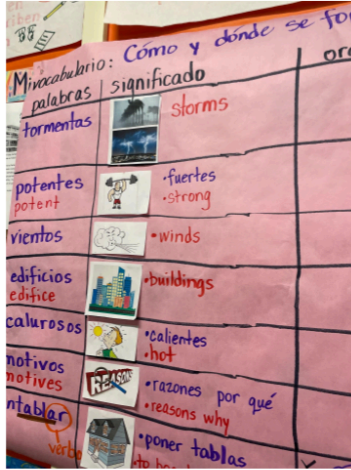
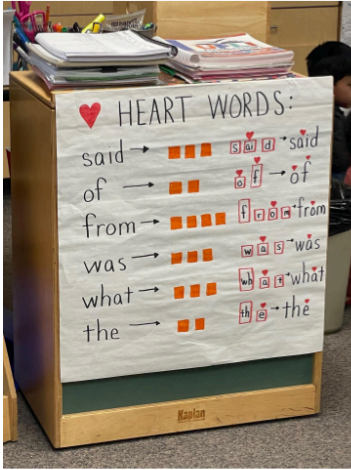
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I. Vision for Literacy

In the Colton Joint Unified School District, we believe every student has the right to be a proficient reader by third grade and a literate graduate. Literacy plays a significant role in reducing inequality that exists in our society. Furthermore, it also improves lifelong earning potential and puts students on the path to a prosperous future.

We will accomplish this by creating literacy focused environments that use systematic and research based curriculum centered around the five main literacy components based on the Science of Reading (phonological awareness, phonics, vocabulary, fluency, and comprehension). Our students will achieve literacy proficiency through the use of intentional, engaging, and effective research-based practices that are responsive to students' needs. Students will receive what they need when they need it. They will master foundational skills needed for success in each grade level in order to foster a lifelong love of reading.

District staff should work collaboratively with all relevant parties to create a student-centered environment with a culture of mutual respect in all settings across the district. All stakeholders will be empowered to support this robust goal through learning opportunities and support. Teachers, paraprofessionals, and administrators will receive essential professional development on the Science of Reading and effective research-based instructional practices. Families and community will have opportunities to participate in literacy-focused workshops to learn how to best support students.

As a team of caring professional educators and staff, we are enthusiastically dedicated to the literacy development and achievement of our students. All stakeholders will be committed to ensuring students receive intervention and/or enrichment in literacy.

II. Contextual Analysis

Colton Joint Unified School District (CJUSD) serves about 20,000 TK-12 students in three distinct communities. There are 18 elementary schools that serve about 10,000 TK-6 students. Additionally, there are preschool classes that serve approximately 600 students between the ages of three and five. Twenty percent of the students are English Language Learners. Eighty-three percent of our students are socio-economically disadvantaged. Our student demographics also include Special Education and GATE students.

Most recent CJUSD data demonstrates a need for change in our approach to literacy instruction for our students.

- In 2018-2019, before the pandemic, 40% of the third through sixth grade students met or exceeded standards in CAASPP ELA, but after the pandemic in 2022 this score dropped to 33%.
- 2018-2019 DIBELS kindergarten students' composite scores show 61% were at Benchmark; 51% of first grade students were at Benchmark. DIBELS 2021-22 end-of-year DIBELS indicate kindergarten and first grade composite scores show an average of 42% of students were at Benchmark; only 51% of kindergarten students and 50% of first grade students knew the letter names.
- iReady 2021-2022 scores indicate 33% of K-6 students were reading at or above grade level.
- 2022 California School Dashboard data demonstrates that we are *Very Low* in five subgroups: African American, English Learners, Foster Youth, Homeless, and Students with Disabilities.

Historically, significant subgroups within CJUSD have underperformed in state assessments and district benchmarks. Attendance has also played an important role in student achievement. From August to November 2022, the average percentage of student attendance was 90.7%. 36.62% of students across the district were chronically absent (TK students are the most concerning).

Although the overall data shows limited growth and areas of need or concern, there are pockets of success all across the district. Students in the Dual Immersion program at Grimes have consistently scored higher than the San Bernardino County average in CAASPP ELA. The District anticipates growing this program with the addition of Grand Terrace Elementary and Alice Birney Elementary for 2022-23. In the future, plans are in place to expand dual immersion programs to include even more elementary schools as well as Transitional Kindergarten. The expansion is also planned for non-dual immersion TK classrooms across the district which will prepare students for success in

Kindergarten and beyond. Finally, there are high performing classrooms across the district that are exceeding the district and county averages in both ELA and Math due to effective instructional practices.

All elementary schools have a Teacher on Assignment (TOA) who provides intervention for struggling students and supports teachers with literacy instruction. Teachers on Assignment and several teachers at all 18 elementary sites have been trained or partially trained in the Science of Reading pedagogy, LETRS (Language Essentials for Teachers of Reading and Spelling). This allows literacy instruction to include effective practices in phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. These trainings will continue in 2023-24. This is a shift from the focus on reading instruction in the past years.

ELA curriculum adoptions have impacted the quality of instruction. Past protocols of adopting an English Language Arts/English Language have not considered the Science of Reading or included the California Department of Education adoption toolkit. In more recent years, the district has used an adoption toolkit protocol to look at the specific components of curriculum. This allows a decision to be based on a thorough investigation of the materials that are included in the adoption curriculum. When the next ELA adoption comes available, this protocol should be used when making recommendations for the future curriculum to include pedagogy and materials that will enhance literacy instruction.

The Colton Joint Unified School District has incorporated a number of ways to assess and monitor our students' literacy development. These measures include DIBELS which measures our students early foundational skills, and iReady that offers continuous data collection and lessons to improve student achievement. Each Wednesday teachers engage in grade level collaboration to analyze data and discuss effective instructional strategies to meet the needs of students.

In order to achieve this vision, continued and consistent professional development in the Science of Reading is needed for all elementary teachers to effectively execute literacy instruction in the classroom. Instruction should be tailored to meet the needs of our diverse student population. As a district, we will need to work on strengthening our partnerships with families and use these strategies to assist our students in becoming proficient in all elements of literacy. Enhanced literacy instruction will benefit all CJUSD students in becoming responsible, productive citizens.

III-A. Research Findings

The District literacy task force researched districts both within California and outside of California that demonstrated notable student success and achievement in school. Some of the districts within California shared similar demographics to that of CJUSD.

Effective District Strategies

Vision/Instructional Engagement

Successful districts had clear vision statements with community wide core values that were articulated to all stakeholders. Roles and responsibilities that were essential to accomplishing the vision were clearly articulated and implemented. District leaders were invested and engaged in instruction, as demonstrated by frequently scheduled classroom visits.

Collective Instructional Capacity

Positive Outlier Districts (PODs) created Professional Learning Communities (PLCs) that involved all stakeholders, including teachers, administration, and district leaders. All stakeholders shared accountability for student success. Professional learning was constructed in a cyclical manner combined with coaching. The cycle included training, multiple opportunities for practice over several weeks, receiving feedback (non-evaluative), observing colleagues, and finally repeating this cycle. All meetings began with public shared norms. Principals' meetings, staff meetings, and leadership meetings were focused on instructional learning rather than administrative or logistic issues.

Data/Evidence to Inform Teaching/Learning

Positive Outlier Districts (PODs) used deliberate structured approaches when implementing new learning. The new learning was done in stages with support for all staff. Teachers had an opportunity to develop a deeper understanding of new learning before changing their current instructional practices. Curriculum was adopted one at a time and the decision making process occurred over a long period of time. PODs placed emphasis on data as an instructional tool to inform learning and identify students who were in need of additional learning support. Data was seen as a tool for improvement rather than evaluation (flashlight versus hammer).

Curriculum/Instruction/Assessment

Instruction was student centered. The districts built their teachers' capacity to create appropriate curricular materials. Teachers in these districts understood instructional rigor: high quality instruction, complex texts, collaborative conversations, formative assessment, and collaborative planning. Intensive professional development occurred over a long period of time and provided multiple opportunities for reflection and practice. These districts used various forms of assessments in order to be responsive to student needs and progress.

Systems of Support for Student Learning

A wide range of academic and non-academic supports were used in these Positive Outlier Districts to support all students. Achievement in literacy began with a strong focus on foundational reading development in grades K-1. Specific professional development for English Learners was provided for teachers. Systems of support also included Social and Emotional (SEL) skills to promote a sense of belonging and purpose. These supports were provided through PBIS (Positive Behavioral Interventions and Supports) and MTSS (Multi-Tiered System of Supports) frameworks.

III-B. Research Findings

Effective Literacy Instruction Practices

Through our research, the Literacy Task Force found instruction in the following seven elements of literacy to be the most effective: phonological awareness, phonics, vocabulary, morphology, fluency, comprehension, and writing.

Phonological awareness

Phonological awareness is an umbrella term that refers to being consciously aware of sound structures in spoken words. It is the precursor to decoding, blending, and ultimately, word reading. Research has identified a lack of phonological awareness as a major cause of reading difficulties.

Effective instruction in this area includes the following strategies:

- Teach students how to articulate and manipulate the sounds of speech
- Teach isolation of sounds within a word
- Teach how to segment and blend individual sounds in a word

Phonics

Phonics refers to a form of instruction that teaches students the major phoneme-grapheme relationships and their use to decode and encode words. Phonemes are units of sounds and graphemes are the letter/letter patterns that represent those sounds. Decoding is transforming graphemes into phonemes in order to blend and read words. Encoding is transforming phonemes into graphemes in order to spell and write words.

Effective instructional strategies include:

- Teach students to connect letter sounds (phonemes) with the grapheme/graphemes (sound spelling) that represents that sound.
- Explicitly teach letters and sound spellings using the articulation charts (consonant chart and vowel valley)
- Teach decoding using a scope and sequence starting with CVC words
- Provide connected decodable texts for reteach and independent practice
- Explicitly teach words with irregular spelling patterns

Vocabulary

Vocabulary is an important focus of literacy teaching and refers to the knowledge of words and their meaning. Vocabulary is broken into three tiers: Tier I vocabulary words are words used in everyday speech. Tier II words appear frequently in texts and use more precise language. Tier III words are uncommon or technical and are associated with a specific content area. Vocabulary accounts for over half of the impact of all factors that influence reading comprehension. Students' word knowledge is strongly linked to academic success and understanding new concepts. Students who lack vocabulary have difficulty getting meaning from what they read. Effective instructional strategies to support vocabulary development include:

- Direct instruction of Tier 2 words that appear frequently in texts.
- Pre-teach unfamiliar vocabulary, prior to reading
- Teach the morphology of words by using word roots, prefixes, suffixes
- Provide opportunities for wide reading of text. This is one strategy used to address the word gap. Students learn new words by encountering them in text, either through their own reading or by being read to. They are exposed to vocabulary through indirect instruction.

Morphology

Morphology is the study of the smallest unit of meaning within a word, including the word itself. Morphemes, like prefixes, suffixes and base words, are defined as the smallest meaningful units of meaning. We should explicitly teach morphology to help students decode words, form new words, spell and unlock meaning. Morphemes are

important for phonics in both reading and spelling, as well as in vocabulary and comprehension. Morphemes are a literacy POWERHOUSE.

Effective instructional strategies are:

- Reading Big Words- look for the word parts (suffixes) at the end of the word. Box any suffixes and circle any prefixes. In the base word, underline the vowels or vowel graphemes.
- Building words with paper parts- have students build words through the lens of morphology is a perfect strategy for working with multisyllabic words and meanings. Students must think about the meaningful word part in which they are "growing" new words from the root by combining them
- Using Blocks- using blocks students manipulate the base word, prefix and suffix. This allows students to "build" new words in a multisensory way.
- Sticky Notes are easy to manipulate and allow students to see how the prefix and suffix is ADDED to the base word to create a new word.
- Use decodable text- to become proficient at something students need ample opportunities to practice. Including decodable text that aligns with the morphology work is key so they can apply their coding strategies.

Fluency

Fluency is the ability to read text without cognitive effort. In order for students to build fluency they require the skills to decode words with ease and speed. Proficient readers have acquired the components of the following reading skills: phonological awareness, decoding, and vocabulary. Fluency is a critical gateway to comprehension. Fluency in oral reading includes accuracy (reading with few errors), automaticity (reading speed is the rate at which a student reads), and prosody (intonation, phrasing, and expression).

There are many best practices for fluency that include:

- Teacher Read Aloud
- Choral Reading
- Echo Reading
- Modeled Fluent Oral Reading
- Partner Reading
- Guided Oral Reading

Comprehension

Comprehension is the understanding of what is being read. Comprehension occurs as a consequence of the interaction between the reader, the text that is being read, the specific task the reader is trying to accomplish, and the context or circumstances under which the reading is done.

The reader requires specific skills to enable comprehension. The reader must be able to decode in order to comprehend. Decoding skills help students build the fluency needed to understand what is being read. Students also benefit from having background knowledge of the topic, the ability to reason, interest in the subject, as well as motivation. When readers find enjoyment, feel they are gaining knowledge, and are successful, they are motivated to learn and read.

Certain features in the text may affect how well comprehension is obtained. Teachers must provide direct instruction of difficult text features by building skills and engaging students in working through difficult text together or draw attention to the features.

The specific task to be accomplished can play a part in comprehension. Educators should clearly define the purpose of the task, the importance of it, as well as the expected action. For example, are the students reading superficially or deeply? To gain information, for entertainment, or to follow directions? Is it task-imposed or self-selected? If text is viewed as unimportant or irrelevant, reading is likely to be superficial and comprehension is likely to suffer.

Listening comprehension also plays a part in gaining comprehension skills. Teachers can build listening comprehension by reading aloud. Students hear and process more complex language which helps increase vocabulary. When the text is discussed, students are able to practice their oral language skills as well as make connections to their own experiences.

Writing

Writing is a skill or a set of skills involving everything from spelling and handwriting to the organization of ideas. But it is also intimately bound up with content knowledge. Writing instruction needs to be explicit with modeling & think-alouds. The writing process needs to be broken down into manageable chunks that students then practice, with guidance and prompt feedback from a teacher. Research shows Writer's Workshop has not produced proficient writers.

- Use the gradual release method. (I do, We do, You do)
- Teach and model the basics of building a sentence.
- Teach and model sentence combining & sentence expansion.
- Teach and model the role of transitions and conjunctions.
- Explicit Writing Instruction progresses from sentence level to paragraph level to essay level

IV. Highlights from Site Visits

The Literacy Task Force members visited various classrooms at six elementary school sites. Schools visited were selected based on DIBELS, CAASPP and i-Ready Reading data from the 2021-2022 school year. English Language Arts lessons were observed at various grade levels. Team members visited a variety of classrooms, including general education, Dual Immersion, and Special Education.

Engagement and Management

Classroom Environment:

Learning spaces included calm and focused environments where students knew expectations. Classrooms were inviting and organized, without clutter or distractions. Classroom configurations promoted and encouraged collaboration and discourse. Each classroom ensured mutual respect in a safe environment.

Student Engagement:

Students worked in collaborative groups/pairs using a mixture of technology, notebooks, pencil/paper, and whiteboards. Teachers used a variety of strategies to call on non-volunteer students to participate. Learning was student-centered, with teachers working as facilitators. Attention-getters and Total Physical Response were used to increase student involvement.

Classroom Management:

Teachers moved around the classroom and maintained close proximity to students. Students seamlessly transitioned from one activity to another. Transition time was used to review lesson content or check for understanding. It was evident that procedures and expectations had been explicitly taught and practiced throughout the school year.

Scaffolding

The Literacy Task Force Team observed learning environments ranging from kindergarten to sixth grade. It was clearly evident that teacher planning, support, and preparation provided for many variations of differentiation, happening very organically in the moment.

Supports for ALL Students (Tier I Instruction):

- Sentence frames were used to guide students to use content area/academic language and to assist with forming complete sentences when they responded.
- Vocabulary development
 - The cognitive content dictionary (GLAD strategy) was used to provide scaffolding with key vocabulary terms. The word, a definition, & an image were included to help students make meaning of vocabulary terms. Often, this included a physical symbol to reinforce meaning such as making a rooftop over the students' heads to remember that a resident is someone who lives in a home.

- Students used Total Physical Response (TPR) to clarify understanding of academic language and collaborated with peers to learn/associate vocabulary words.
- Anchor charts were posted and referenced.
- Interactive notebooks and graphic organizers were used during current as well as subsequent lessons and provided intentional support.
- Language skills were scaffolded by color coding, phoneme grapheme mapping with manipulatives, sound wall references, and whisper phones.
- Technology was used for scaffolding such as promethean boards, video clips, and visual aides.
- Classroom management strategies that provided scaffolds were observed, including teacher-made slideshows, specific instructions for independent work, and co-teaching.
- Teachers made personal connections to the content in their questioning and discussion.

Checking for Understanding:

Teachers used the following strategies to check for understanding.

- Think-pair-share
- Random student selection (sticks, spinner)
- Whiteboards to demonstrate their knowledge of the skill
- Thumbs up and thumbs down
- Immediate corrective feedback

Supports for Struggling Students (Tier II Instruction):

Struggling students were offered the following:

- Differentiated instruction
- Extra time to complete assignments.
- Teachers offered 1:1 support
- Teachers used intentional groupings by skill
- Sentence frames
- Close teacher-student proximity

Organization of Instruction

Explicit, Direct Instruction (EDI) delivery means using a variety of research-based strategies to explain, model (teacher think alouds), and demonstrate concepts for students – while also incorporating strategies for student engagement and checking for understanding. EDI is both teacher-centered and student-centered instruction at different points throughout the lesson (DataWorks Educational Research).

Model/Demonstrate (I Do):

Teachers modeled & demonstrated the new learning. The objectives were displayed in student friendly language along with the standard/s. The academic language was explained on chart paper to introduce the new concept/content. These anchor charts were displayed and were used as points of references to support the mastery of the

concepts. Teachers used Total Physical Response (TPR) and echo response to support the new learning.

Guided Instruction/Practice (We Do):

During the guided instruction/practice phase of the lesson, the opportunity was provided for the teacher and students to practice the new skill/concept together: student discourse, vocabulary development, and discrimination examples and non-examples. Teachers provided opportunities for wait time, pair sharing, and unbiased student selection. Manipulatives were used to engage students and introduce new content and concepts. Teachers frequently checked for understanding.

Independent Practice (You Do):

Students began an independent practice activity. The teachers monitored students working independently and provided adequate corrective feedback. The teachers also took time to provide small-group instruction for the students that needed extra support.

Corrective Feedback

Corrective feedback is supportive, timely, and specific in order to encourage positive change in student achievement. Corrective feedback is essential to student success. During the site visits, corrective feedback was observed in various forms:

- Teachers modeled correct expectations and responses. (modeling sounds, mouth formation)
- Teachers validated student responses. If a response was incorrect, they prompted students to rethink and provide a correct response.
- Teachers provided wait time.
- Teachers used structured, open-ended questions to guide their students towards deeper understanding.
- Students provided feedback to each other in small groups/pairs.
- Both teachers and students provided feedback in a calm and positive manner.

Evidence of a positive environment as well as mutual respect was present. In all of these classrooms students felt safe to share responses and make personal connections to the learning. Students were given multiple ways to demonstrate their understanding. We observed many multisensory methods to respond (whiteboards, thumbs up, presentations, TPR, response cards). Additionally, students were using their classroom environment for self correction, by referring to anchor charts, sound/spelling cards, classroom posters, graphic organizers, etc. Throughout the classroom observations it was evident that corrective feedback was used in a supportive, timely, and positive manner to encourage student achievement.

V. Professional Learning

Theory of Action

- **IF** we provide professional development for all elementary teachers on the Science of Reading (SOR), **THEN** teachers will understand how to deliver effective reading instruction and help students become fluent readers.

Strategy 1: *Develop a plan to provide LETRS training and continued support to all elementary teachers.*

Action Steps:

- ESD will develop a prioritized list of dates/year when teachers will receive LETRS training based on the plan.
- The Literacy Task Force will develop and monitor an implementation plan to support teachers in delivering Science of Reading (SOR) aligned instruction. This plan will include strategies for effective collaboration.
- Teachers will collaborate with peers to improve student achievement in reading. This collaboration will include:
 - Data analysis
 - Vertical Collaboration
 - Modeling Lessons
 - Co-Teaching
 - Classroom Visits
- Create a checklist for teachers and administrators for successful implementation
- Administrators will provide time for consistent collaboration related to the Science of Reading
- District will provide LETRS training to new hires.
- Teachers will be able to observe SOR instructional strategies in other classrooms with LETRS trained teachers.
- LETRS trained teachers will be offered stipends to record video lessons for families and teachers.

Obstacles:

- Limited number of substitutes available for PD will need to be taken into account when developing the plan
- There will need to be funding to support costs associated with LETRS training
- Teachers may not be familiar with the Science of Reading
- Teachers may be reluctant to make changes to their instructional strategies

Strategy 2: *Train administrators to become more knowledgeable to support research-based reading instruction.*

Action Steps:

- The district will provide *LETRS for Administrators* training
- The district will provide time at Principals' meetings for collaboration on best practices

Obstacles:

- Administrators will need time to attend the sessions
- District will need to find funding to provide this training

Strategy 3: *Partner with universities to further our implementation of the Science of Reading.*

Action Steps:

- The district will partner with universities to establish a pipeline for SOR trained student teachers
- Current staff will be able to take continuing education courses in the Science of Reading

Obstacles:

- Finding universities that offer courses in the Science of Reading may be difficult
- There will need to be funding to assist with the cost of the courses
- Staff will need time to participate in these courses



Professional Learning: Strategy 1: *Develop a plan to provide LETRS training and continued support to all elementary teachers.*

Action Steps	When	Who	Additional Needs	Funding
ESD will develop a prioritized list of dates/year when teachers will receive LETRS training based on the plan.	-Annually (Spring)	ESD PK-6 Department	Survey teachers to determine needs and availability	SIA Department
The Literacy Task Force will develop and monitor an implementation plan to support teachers in delivering Science of Reading (SOR) aligned instruction. This plan will include strategies for effective collaboration.	Year 1- Monthly (Wed) Year 2- Quarterly	Literacy Task Force	Schedule meeting dates, sub coverage	SIA Department
Teachers will collaborate with peers to improve student achievement in reading. This collaboration will include: -Data analysis -Vertical Collaboration -Modeling Lessons -Co-Teaching -Classroom Visits	During collaboration time throughout the year.	Teachers and staff	Strategies for implementation plan.	None
Create a checklist for teachers and administrators for successful implementation	2023-2024	Literacy Task Force		
Administrators will provide time for consistent collaboration related to the Science of Reading	Ongoing	Site Admin		
District will provide LETRS training to new hires	Ongoing	ESD PK-6		
Teachers will be able to observe SOR instructional strategies in other classrooms with LETRS trained teachers.	Ongoing	Teachers and Admin	Sub coverage if necessary	SIA Department
LETRS trained teachers will be offered stipends to record video lessons for families and teachers.	Ongoing	Teachers, Admin, TOAs	Social media/	

Professional Learning: Strategy 2: *Train administrators to become more knowledgeable to support research-based reading instruction.*

Action Steps	When	Who	Additional Needs	Funding
The district will provide <i>LETRS for Administrators</i> training.	Ongoing	ESD PK-6		SIA Department
The district will provide time at Principals' meetings for collaboration on best practices.	Ongoing	Principals, ESD PK-6		

Professional Learning: Strategy 3: *Partner with universities to further our implementation of the Science of Reading.*

Action Steps	When	Who	Additional Needs	Funding
The district will partner with universities to establish a pipeline for SOR trained student teachers.	Ongoing	ESD PK-6, HR		
Current staff will be able to take continuing education courses in the Science of Reading.	Ongoing	ESD PK-6, SIA, HR		

VI. Instruction

Theory of Action

- IF the teaching focus is on Science of Reading instruction during their English Language Arts (ELA/ELD) block, THEN the number of students reading at grade level will increase.

Strategy 1: Provide instruction based on a progression of foundational skills.

Action Step:

- Teachers will implement a structured approach to literacy instruction that is sequential, systematic, explicit, to mastery, and cumulative (see table below). English learners must receive their Designated English Language Development time.

ONGOING ASSESSMENT: Universal Screening, Benchmark, Diagnostic, Progress Monitoring, Formative and Summative						
Simple View of Reading*	DECODING			LANGUAGE		READING COMPREHENSION
CONCEPTS of PRINT	PHONOLOGICAL AWARENESS	PHONICS	FLUENCY	ORAL LANGUAGE	VOCABULARY	COMPREHENSION
Understanding that written language represents meaningful oral language and that books and print have structure.	Having the ability to recognize and manipulate the units of sound in language (without print).	Understanding the systematic, predictable relationship between written letters and spoken sounds.	Reading with accuracy, reasonable rate, and appropriate expression.	The ability to produce words, sentences, and meaningful discussion.	The ability to recognize and understand the meaning of oral and written words.	The active and purposeful pursuit of understanding a written text.
Basic Book Parts front and back cover, title, author, illustrator, spine, title page	Syllables blend, segment, isolate, manipulate (delete, add, substitute)	Alphabetic Principle letter name/letter sound association	Accuracy words read correctly	Receptive Language understand verbal, nonverbal, and written communication		Levels of Understanding literal, inferential, propositional
Directionality read top to bottom and left-to-right, identify the first/last word, tracking, return sweep	Onset and Rime identify, blend, segment, recognize and produce rhyming words	Regularly Spelled High Frequency Words Regularly spelled high frequency words are taught in the phonics scope and sequence.	Rate pace of words read	Expressive Language produce meaning through verbal, nonverbal and written communication		Strategies of Critical Thinking cognitive processes used to derive multiple dimensions of meaning from text
Print Structure identify letter, word, and sentence, spaces between words, capitalization and punctuation	Articulation accurate oral production of sounds including continuants, stops, affricatives, fricatives, nasals, liquids, and glides	Beginning Phonics vc and cvc words, consonant digraphs and trigraphs, double consonant endings, blends, 1-1-1 doubling rule, inflectional suffixes, change y to i, 2-syllable words with short vowels	Expression phrasing, intonation, acknowledgment of punctuation, and appropriate emphasis	Knowledge of Words access prior knowledge, develop word consciousness, and explicitly teach new words		Products of Comprehended Text ability to determine main idea and text's theme, sequence critical events, identify cause and effect, determine similarities and differences, etc. of comprehended text
Text Features page numbers, table of contents, illustrations/photos, chapter titles, headings, captions, labels, and diagrams	Phonemic Awareness isolate, identify, categorize, blend, segment, manipulate (delete, add, substitute)	Advanced Phonics schwa, long vowel spelling patterns, vowel-r, diphthongs, hard and soft c and g, consonant-le (C-le), silent consonant letters, dropping e to add vowel suffix, affixes, derivational endings	Irregularly Spelled High Frequency Words Irregularly spelled high frequency words are taught in a usage sequence. Both regularly and irregularly spelled words should become automatic to word recognition skills.	Morphology meanings and origins of base words, roots, and affixes		
				Syntax system of rules governing word order in sentences		
				Pragmatics use of language in social context		
EARLY WRITING / ENCODING						
STRUCTURED LITERACY INSTRUCTION: Sequential, Systematic, Explicit, To Mastery, and Cumulative						

Obstacles:

- There is a lack of time for collaboration, lesson planning, and professional development.
- Teacher buy-in
- There is a need for instructional resources and researched based curriculum following the science of reading
- Administrator training

Strategy 2: *Allocate instructional minutes within the ELA block as recommended for each grade level.*

Action Steps:

- Follow a research-based scope and sequence of instruction across the grade level as recommended (see table below).

Systematic, Explicit Instructional Areas	Content	Best Practices	Grades K & 1	Grades 2 & 3	Grades 4 & 5
Learning to Read Instruction (Whole Group)	• Word Work ◦ Phonological awareness ◦ Phonics ◦ Word reading ◦ Decodable texts	• Teach sound-symbol correspondence, syllable patterns, and morphology. • Use multi-sensory strategies.	30-40 minutes	10-20 minutes	20-25 minutes
	• Vocabulary	• Introduce new words using a direct, explicit routine (sound-symbol correspondence, heart words). • Focus on 3-5 words at a time.	10-15 minutes	20 minutes	(Advanced Word Study and Vocabulary Instruction)
Reading to Learn Instruction (Whole Group)	• Comprehension ◦ Core texts ◦ Knowledge building ◦ Vocabulary	• Utilize a variety of strategies including read aloud, close reading, partner or choral reading, etc. • Discuss the text and ask higher-order thinking questions.	10-15 minutes	20 minutes	20-25 minutes
	• Writing ◦ Grammar, usage, and mechanics ◦ Vocabulary ◦ Spelling (learned phonics skills)	• Choose writing prompts that connect to the text. • Focus mini-lessons on writing components and language development.	30 minutes	30 minutes	30 minutes
Intervention and Extension (Small Group)	• Evidence-based practices • Flexible groups: ◦ Phonological awareness ◦ Decoding ◦ Fluency ◦ Vocabulary ◦ Comprehension ◦ Independent reading or writing ◦ Technology-based literacy activities	• Develop flexible groups based on student data. • Focus on specific skills that need additional instruction and support. • Provide challenging, content-based activities to enhance and extend learning for students on or above benchmark reading levels.	30 minutes	30 minutes	30 minutes

Obstacles:

- There is a lack of time for collaboration, lesson planning, and professional development.
- Teacher buy-in
- There is a need for instructional resources and researched based curriculum following the science of reading.
- Administrator training.

Instruction: Strategy 1 *Provide instruction based on a progression of foundational skills.*

Action Steps	When	Who	Additional Needs	Funding
Implementation of a structured approach to literacy instruction that is sequential, systematic, explicit, to mastery, and cumulative (see table above). English learners must receive their Designated English Language Development time.	Ongoing beginning 2023-24	Teachers based on level of training	Trainers Substitutes to cover classes during observations Materials	SIA Department

Instruction: Strategy 2 *Allocate instructional minutes within the ELA block as recommended for each grade level.*

Action Steps	When	Who	Additional Needs	Funding
Follow a research-based scope and sequence of instruction across the grade level as recommended	Ongoing beginning 2023-24	Teachers & Admin	Align with the CIA	

VII. Intervention

Theory of Action

- **IF** Science of Reading (SOR) based intervention is provided to a student who is performing below grade level, **THEN it will increase student proficiency in literacy.**

Strategy 1: *Determine which students will receive intervention based on data from multiple measures.*

Action Steps:

- DIBELS (K-2) & i-Ready beginning of the year diagnostic will be administered and then the data will be analyzed. Additionally, DIBELS may be administered to struggling 3-6 students to identify specific intervention needs.
- Based on student performance, phonemic awareness assessments and/or phonics screeners will be administered to identify the areas where intervention is needed.
- Students will be grouped by skill-based need for intervention.

Obstacles:

- Different school sites use different assessments/screeners.
- Additional training needed for administration of Phonemic Awareness/Phonics screeners.
- Lack of time in the day to administer the 1:1 assessments and screeners.
- Lack of knowledge in analyzing data

Strategy 2: *Instruction provided during intervention will be based on the Science Of Reading.*

Action Steps:

- Skill based lessons will be provided by the classroom teacher and/or TOA.
- The frequency and duration of intervention will be based on the student's need.
- For effective intervention, a small group of 4-5 students is recommended.
- Additional support using the ELD Standards will be provided to struggling English Learners.

Obstacles:

- Not all lessons and resources are aligned with the Science of Reading.
- There is a lack of time and consistency to meet with all intervention groups daily.
- Classroom management
- Lack of buy-in to the RTI

Strategy 3: Consistent progress monitoring will be provided for intervention students.

Action Steps:

- Progress monitoring will take place after four to six weeks of consistent intervention.
- Use progress monitoring data to guide future intervention strategies based on a SOR scope and sequence.
- Look at ELD standards to gauge EL students' language acquisition progress (Emerging, Expanding, Bridging).

Obstacles:

- There is a lack of time to assess/progress monitor students.

Strategy 4: Implement a literacy based summer program.

Action Steps:

- Students will strategically be chosen to attend the program based on data.
- ELD standards will be integrated into summer curriculum and instruction.

Obstacles:

- Invited students may not be able to attend.
- There may be a lack of teachers willing to teach.
- There is a lack of summer literacy curriculum.

Intervention: Strategy 1: *Determine which students will receive intervention based on data from multiple measures.*

Action Steps	When	Who	Additional Needs	Funding
DIBELS (K-2) & i-Ready beginning of the year diagnostic will be administered and then the data will be analyzed. Additionally, DIBELS may be administered to struggling 3-6 students to identify specific intervention needs.	Beginning of the year	Teachers/ Admin		
Based on student performance, phonemic awareness assessments and/or phonics screeners will be administered to identify the areas where intervention is needed.	Beginning of the year	Teachers	PASA PAST QPS Core Phonics	
Students will be grouped by skill-based need for intervention.	After the beginning of the year assessment & diagnostics. This is ongoing throughout the year.	Teachers/ TOA	Collaboration time	

Intervention: Strategy 2: *Instruction provided during intervention will be based on the Science Of Reading.*

Action Steps	When	Who	Additional Needs	Funding
Skill based lessons will be provided by the classroom teacher and/or TOA.	Daily	Teachers/ TOA	Resources/ lessons	Site funding
The frequency and duration of intervention will be based on the student's need.	Daily/weekly	Teachers/ TOA	Resources/ lessons	Site funding
For effective intervention, a small group of 4-5 students is recommended.	Daily/weekly	Teachers/ TOA	Resources/ lessons Additional TOA's	Site funding
Additional support using the ELD Standards will be provided to struggling English Learners.	Daily/weekly	Teachers/ TOA	Resources/less ons	Site funding

			Additional TOA's	
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Intervention: Strategy 3: *Consistent progress monitoring will be provided for intervention students.*

Action Steps	When	Who	Additional Needs	Funding
Progress monitoring will take place after four to six weeks of consistent intervention.	Every 4-6 weeks	Teachers/TOA	Assessments/screeners	Site funding
Use progress monitoring data to guide future intervention strategies based on a SOR scope and sequence.	Every 4-6 weeks	Teachers/TOA	Time to collaborate	Site funding
Look at ELD standards to gauge EL students' language acquisition progress (Emerging, Expanding, Bridging).	Every 4-6 weeks	Teachers/TOA	Time to collaborate Professional Development	Site funding

Intervention: Strategy 4: *Implement a literacy based summer program.*

Action Steps	When	Who	Additional Needs	Funding
Students will strategically be chosen to attend the program based on data.	June 2024	Teachers/TOA / Admin	Resources/Curriculum/Materials	Site funding
ELD standards will be integrated into summer curriculum and instruction.	June 2024	Teachers/TOA /Admin	Resources/Curriculum/Materials	Site funding

VIII. Curriculum

Theory of Action

- IF CJUSD provides Science of Reading (SOR) based English Language Arts/English Language Development curriculum and resources, **THEN** teachers can deliver effective reading instruction to all students.

Strategy 1: *Adopt a research-based Science of Reading English Language Arts/English Language Development curriculum.*

Action Steps:

- Research new curricula using the state toolkit for adopting English Language Arts/English Language Development curriculum. Spanish language pedagogy for Dual Immersion strands will also be considered.
- Classroom teachers and/or grade level teams willing to pilot will be selected.
- Classroom teachers/grade level teams will pilot; switching programs at Semester 2.
- CPS and TOAs participate in the piloting of new programs in order to support and co-teach with pilot teachers.

Obstacles:

- Finding teachers/grade levels to pilot at various grade levels
- Provide additional prep time and coaching support to piloting teachers
- Training and knowledge base for CPS and TOAs in order to support pilot teachers
- Combo classes

Strategy 2: *Provide and follow a district scope and sequence for foundational reading skills.*

Action Steps:

- Provide a scope and sequence & pacing guide for instruction of foundational reading skills in grades K-3.
- Build consistent expectations and practices across K-3 classrooms.
- Use SOR recommendation for increased amount of instructional time on word work.

Obstacles:

- Time to collaborate about the implementation of new scope and sequence
- Training on pacing through the new scope and sequence
- Alignment with Wonders scope and sequence to increase instructional time spent on word work.
- Materials to use until a new ELA program is adopted

Strategy 3: Provide decodable text for struggling readers in classrooms and school libraries.

Action Steps:

- Provide funding for school libraries to have a decodable book section.
- Provide funding for classroom libraries to purchase decodable text, and organization materials (bookshelves, baskets, etc.).
- Provide digital decodable texts that support SOR instruction.

Obstacles:

- Organizing/finding appropriate books to match taught phonics skills
- Teacher knowledge of the purpose of decodable text
- Time to build a digital resource list for teachers
- Inventory of current decodable text at school sites
- Funding for decodable text

Strategy 4: Provide resources that support Science of Reading based strategies.

Action Steps:

- Create a list of SOR resources (ex. UFLI)
- Schools will inventory their current SOR resources available at each site
- Teachers will collaborate about how to use these materials to support student learning
- Teachers will have opportunity for on-going training, collaboration, non-evaluative observations, and support to implement strategies

Obstacles:

- Time for on-going training, inventory materials, collaborate
- Subs for non-evaluative observations
- Organization of SOR materials
- Organization of learning environment/classroom walls
- Access to resources
- Funding and support for implementation of strategies

Curriculum: *Strategy 1: Adopt a research-based Science of Reading English Language Arts/ English Language Development curriculum.*

Action Steps	When	Who	Additional Needs	Funding
Research new curricula during the 2023-2024 school year using the state toolkit for adopting English Language Arts/English Language Development curriculum. Spanish language pedagogy for Dual Immersion strands will also be considered.	2025/2026 school year	Literacy Task Force and LETRS certificated teachers	List of state-approved programs State toolkit Meeting dates Subs or extra duty pay	Subs or extra duty pay
Classroom teachers and/or grade level teams willing to pilot will be selected in Spring of 2026.	Spring 2026	ESD - form shared with site principals	Invite a variety of teachers to participate in pilot	
Classroom teachers/grade level teams will pilot for the 2024-2025 school year; switching programs at Semester 2.	2026-2027 school year	Pilot Teachers	Feedback forms from teachers and students Frequent feedback shared at staff meetings Create report with information from the pilot to share out	Subs or extra duty pay for any extra collaboration
CPS and TOAs participate in the piloting of new programs in order to support and co-teach with pilot teachers.	2026-2027 school year	CPS and TOA staff	Include these positions in all training and meetings	Extra duty pay if needed

Curriculum: *Strategy 2: Provide and follow a district scope and sequence for foundational reading skills.*

Action Steps	When	Who	Additional Needs	Funding
Provide a scope and sequence & pacing guide for instruction of foundational reading skills in grades K-3.	Start designing now; begin implementation during 23-24 year; full implementation 24-25 year	Interested volunteers with SOR knowledge	Meetings	Subs or extra duty pay

Curriculum: *Strategy 3: Provide decodable books for struggling readers in classrooms and school libraries.*

Action Steps	When	Who	Additional Needs	Funding
Provide funding for school libraries to have a decodable book section.	23-24 school year	ESD/SIA	Possible shelf space Supporting Library Media Techs on how to organize decodable texts and uses	SIA
Provide funding for classroom libraries to purchase decodable books, and organization materials (bookshelves, baskets, etc.).	23-24 school year	ESD/SIA	Time to purchase and organize materials by phonics skills	SIA
Provide digital decodable texts that support SOR instruction.	ongoing	Literacy Task Force	Create a Google form for suggested resources to add to the ongoing document Create a team of teachers willing to continually update document Add list to district Science of Reading site and share with teachers	Extra duty pay for volunteer to check Google form and update the list

Curriculum: *Strategy 4: Provide resources that support Science of Reading based strategies.*

Action Steps	When	Who	Additional Needs	Funding
Create a list of SOR resources (ex. UFLI)	ongoing	Literacy Task Force, classroom teachers	Google form for classroom teachers to share ideas Volunteers from Literacy Task Force to keep list updated Post list on SOR Google Site	Extra duty pay for volunteer to check Google form and update the list
Schools will inventory their current SOR resources available at each site	ongoing	Classroom Teachers TOAs Site administrators Librarians	Create Google form to send to school administrators, TOAs, and classroom teachers	
Teachers will collaborate about how to use these materials to support student learning	ongoing	Classroom Teachers TOAs CPS Staff	Happens during authentic collaboration and data assessment Training of where to find materials (SOR District Google Site)	
Teachers will have opportunity for on-going training, collaboration, non-evaluative observations, and support to implement strategies	ongoing	TOAs CPS staff Classroom Teachers	Forms to request help/observations when needed	Subs for non-evaluative classroom visits

IX. Assessment

Theory of Action

- IF CJUSD has purposeful assessments that identify reading strengths and deficits, **THEN** teachers will be able to provide data-driven instruction and intervention for all K-6 students.

Strategy 1: Re-examine assessments to align with foundational skills

Action Steps:

- Consistent diagnostic assessments at all sites
 - Phonological, Phonics, Spelling Screeners
- Create data collection and monitoring document that is easy to use
- Authentic data analysis
- DIBELS for all K-6 students
- Consider other Science of Reading diagnostic assessments in place of i-Ready Reading

Obstacles:

- Funding for DIBELS K-6 implementation
- Retraining teachers on new implementation
- Subs for teachers while they do assessments (if requested)

Strategy 2: Develop district-wide consistent expectations/check-points for SOR foundational skills

Action Steps:

- Create checkpoints of student performance expectations for each grade level
- Create a system to monitor student progress toward benchmark expectations

Obstacles:

- Teacher buy-in to have district-wide expectations

Strategy 3: Re-align report cards/ progress reports (including English Language Development) with Science of Reading skills

Action Steps:

- Create foundational skills-based ability report that is parent-friendly

Obstacles:

- Training teachers in how to monitor student progress
- Training teachers in using the new report form

Assessment: <i>Strategy 1: Re-examine assessments to align with foundational skills</i>				
Action Steps	When	Who	Additional Needs	Funding
Consistent diagnostic assessments at all sites (Phonological, Phonics, Spelling Screeners)	ASAP	Lit. Task Force, ESD, teachers	Time, consensus on assessments & screeners	Extra duty (if needed)
Create data collection and monitoring document that is easy to use	ASAP	Lit. Task Force, ESD, teachers, TOAs, Admin., SpEd	Design of monitoring form, training for all applicable staff	Subs and/or extra duty
Authentic data analysis	On-going	Teachers, TOAs, Admin., SpEd	Scheduled collaboration time,	
DIBELS for all K-2 students, and 3-6 struggling students	2023-2024	K-6 teachers, TOAs, SpEd	Updated training for some teachers	Subs for testing (as needed), cost for licenses for K-6
Support effective i-Ready implementation	2023-2024	Lit. Task Force, ESD	How to get valid data, how to utilize all components effectively	Subs and/or extra duty

Assessment: Strategy 2: Develop district-wide consistent expectations/check-points for SOR foundational skills

Action Steps	When	Who	Additional Needs	Funding
Create checkpoints of student performance expectations for each grade level	ASAP	Lit. Task Force, ESD	time to collaborate, design, determine expectations and frequency of checkpoints	Subs and/or extra duty
Create a system to monitor student progress toward benchmark expectations	ASAP	Lit. Task Force, ESD, SpEd	time to collaborate, design,	Subs and/or extra duty

Assessment: Strategy 3: Re-align report cards/ progress reports (including English Language Development) with Science of Reading skills

Action Steps	When	Who	Additional Needs	Funding
Create foundational skills-based ability report that is parent-friendly	2024-2025	Lit. Task Force, ESD, SpEd, IT collaboration	time to collaborate, design, training for teachers	Subs and/or extra duty

X. Staffing

Theory of Action

- **IF** we provide Literacy TOAs who have extensive knowledge of the Science of Reading, **THEN** teachers will be supported in their implementation of SOR.

Strategy 1: *Provide LETRS trained Literacy TOA (Teachers on Assignment) for each site.*

Action Steps:

- Hire Literacy TOAs for 2-3 pilot schools with the ultimate goal of hiring Literacy TOAs for all 18 schools by 2026-2027.
- Sites will provide opportunities for collaboration between Literacy TOA, teachers, and administrators.
- The job duties of Literacy TOA will include:
 - Collaborating with teachers and administration
 - Modeling lessons in classrooms
 - Co-planning and co-teaching
 - Providing parent classes, including English Learner parents
 - Hosting Literacy events
 - Providing time for feedback and reflection after classroom visits

Obstacles:

- There will need to be funding to hire Literacy TOAs.
- Finding Literacy TOAs who are trained in the Science of Reading.
- Job responsibilities between regular TOAs and Literacy TOAs will need to be clearly defined.

Staffing: Strategy 1: <i>Provide LETRS trained Literacy TOA for each site.</i>				
Action Steps	When	Who	Additional Needs	Funding
Hire Literacy TOAs for 2-3 pilot schools with ultimate goal of hiring Literacy TOAs for all 18 schools by 2026-2027.	2023-2027	ESD PK-6, HR, Site Admin		Learning Loss Funds

Sites will provide opportunities for collaboration between literacy TOA, teachers, and administrators.	2023-2024-Ongoing	Admin, Literacy Task Force		
The job duties of Literacy TOA will include: -Collaborating with teachers and administration -Modeling lessons in classrooms -Co-planning and co-teaching -Providing parent classes, including English Learner parents -Hosting Literacy events -Providing time for feedback and reflection after classroom visits	Ongoing	HR, ESD PK-6, Site Admin, Literacy TOA		

XI. TIMELINE

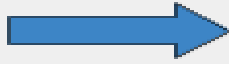
CURRENT (2022-23)	PHASE I (2023-2025)	PHASE II (2025-2027)	LONG TERM (2027-2028)
Professional Learning Strategy 1: <i>Develop a plan to provide LETRS training and continued support to all elementary teachers.</i>			
Some teachers/TOAs are receiving LETRS training.	Begin consistent LETRS/Science of Reading in-person or virtual training for all teachers, SPED, support staff, Administrators.	LETRS/Science of Reading in-person training for all teachers, SPED, support staff, Administrators.	CJUSD teachers are trained in LETRS/Science of Reading.
The Literacy Task Force will begin developing and creating the implementation plan to support teachers in delivering Science of Reading (SOR) aligned instruction.	The Literacy Task Force will adjust and begin monitoring the implementation plan.	The Literacy Task Force will adjust and continue monitoring the implementation plan.	All teachers will deliver SOR aligned literacy instruction.
Teachers are collaborating with peers to improve student achievement in reading.	The Literacy Task Force will align with the CJUSD Professional Learning Group's recommendations to provide resources and strategies for effective collaboration using the Improvement Science Model. This collaboration will include: -Data analysis -Vertical Collaboration -Modeling Lessons -Co-Teaching -Classroom Visits	School site teams will continue to enhance and improve their collaborative practices.	All teams will effectively utilize the Improvement Science Model to collaborate and improve student achievement.

CURRENT (2022-23)	PHASE I (2023-2025)	PHASE II (2025-2027)	LONG TERM (2027-2028)
Professional Learning Strategy 1: <i>Develop a plan to provide LETRS training and continued support to all elementary teachers.</i>			
Administrators will provide time for consistent collaboration.	Administrators will provide time for consistent collaboration related to the Science of Reading.	Administrators will provide time for consistent collaboration related to the Science of Reading.	On-going refreshers and new administrator training will occur.
District will develop a plan for LETRS training.	ESD PK-6 will coordinate ongoing LETRS training to new hires.	ESD PK-6 will continue to coordinate ongoing LETRS training to new hires.	ESD PK-6 will continue to coordinate ongoing LETRS training to new hires.
Identify teachers applying SOR instructional strategies in the classrooms to observe.	Teachers will be able to observe SOR instructional strategies in other classrooms with LETRS trained teachers.	Sites will increase the number of LETRS trained teachers and provide opportunities for classroom observations.	High quality SOR classrooms will be visible across the district.
	LETRS trained teachers will be offered stipends to record video lessons for families and teachers.	Sites will begin to build a video library with lessons on appropriate platforms.	Sufficient video library available to teachers and families.
Professional Learning Strategy 2: <i>Train administrators to become more knowledgeable to support research-based reading instruction.</i>			
Identify the need for SOR/LETRS training for administrators.	The district will provide LETRS training for administrators.	The district will continue providing LETRS training to new administrators and refresher training to existing admin.	All administrators will have been trained.

CURRENT (2022-23)	PHASE I (2023-2025)	PHASE II (2025-2027)	LONG TERM (2027-2028)
<u>Professional Learning Strategy 2: Train administrators to become more knowledgeable to support research-based reading instruction.</u>			
Identify the need for collaboration time to share best literacy practices and implementation strategies.	The district will provide time at Principals' meetings for collaboration including other district visits to observe best literacy practices.	The district will provide time at Principals' meetings for collaboration including site visits to observe implementation of SOR strategies.	
<u>Professional Learning Strategy 3: Partner with universities to further our implementation of the Science of Reading.</u>			
Identify universities that provide SOR courses.	The district will reach out to universities to establish a pipeline for SOR trained student teachers.	The district will partner with universities to establish a pipeline for SOR trained student teachers.	The district will regularly host SOR trained student teachers.
Identify universities that provide SOR courses.	District will share information with staff regarding additional SOR courses that are available.	Current staff will be able to take continuing education courses on the SOR.	Staff will continue to take courses on the SOR.

CURRENT (2022-23)	PHASE I (2023-2025)	PHASE II (2025-2027)	LONG TERM (2027-2028)	Additional Needs/ Funding
Instruction Strategy 1: <i>Provide instruction based on a progression of foundational skills.</i>				
Inconsistent use of curriculum, variety of other resources	Literacy Task Force will provide a scope & sequence that supports the Science of Reading. Teachers will begin utilizing this in the classroom.	Teachers use the Science of Reading (SOR) Scope & Sequence consistently.	Phase in newly adopted curriculum maintaining a focus on scope & sequence supported by SOR.	Manipulatives Decodable text
Instruction Strategy 2: <i>Allocate instructional minutes within the ELA block as recommended for each grade level.</i>				
Broad ELA instructional block (not systematic)	Provide a research-based scope and sequence of instruction across all grade levels as recommended.	Implement the scope & sequence consistently across grade levels.	Ensure the newly adopted curriculum maintains the research-based scope & sequence across grade levels.	N/A
Intervention Strategy 1: <i>Determine which students will receive intervention based on data from multiple measures.</i>				
DIBELS (K-2 required, 3-6 based on need) & i-Ready BOY, MOY diagnostics are administered and then the data is analyzed.	DIBELS (K-2 required, 3-6 based on need) i-Ready BOY & MOY Based on student performance, phonemic awareness assessments and/or phonics screeners will be administered to identify the areas where intervention is needed.			PASA training PAST training LETRS Phonics Screener Training

CURRENT (2022-23)	PHASE I (2023-2025)	PHASE II (2025-2027)	LONG TERM (2027-2028)	Additional Needs/ Funding
<u>Intervention Strategy 2:</u> <i>Instruction provided during intervention will be based on the Science Of Reading.</i>				
Intervention: i-Ready, Phonics to Reading, small groups	Flexible groups of 4-5 students will receive intervention focused on skill-based needs. ELD support provided as needed.			Collaboration time Sub time for testing
<u>Intervention Strategy 3:</u> <i>Consistent progress monitoring will be provided for intervention students.</i>				
K: i-Ready Diagnostic is done once and optional 1-6: i-Ready Diagnostics 3X/yr K-2: DIBELS 3X/yr	Small intervention groups will be progress monitored after 4-6 weeks of consistent intervention to create new groups depending on skills learned. Use progress monitoring data to guide future intervention strategies based on a SOR scope and sequence. Look at ELD standards to gauge EL students' language acquisition progress (Emerging, Expanding, Bridging)			Collaboration time Sub time for testing Professional Development Assessment/Screeners

CURRENT (2022-23)	PHASE I (2023-2025)	PHASE II (2025-2027)	LONG TERM (2027-2028)	Additional Needs/ Funding
Intervention Strategy 4: <i>Implement a literacy based summer program.</i>				
Students struggling with reading are invited to attend a summer program with a focus on literacy instruction.	Focused programs including 95% group and Phonics for Reading will be utilized Groups will be strategically chosen based on data. ELD standards will be integrated into summer curriculum and instruction.	Focused programs based on research & teacher feedback from current use.		Curriculum materials District funding for program PD for any new curriculum

CURRENT (2022-23)	PHASE I (2023-2025)	PHASE II (2025-2027)	LONG TERM (2027-2028)	Additional Needs/ Funding
Curriculum Strategy 1: <i>Adopt a research-based Science of Reading English Language Arts/ English Language Development curriculum.</i>				
Current adoption is Wonders. Wonders is not fully SOR aligned.	Support current adoption with SOR supplemental materials.	Research SOR aligned curricula (25-26) & pilot 2 top programs (26-27).	Adopt and implement.	
Curriculum Strategy 2: <i>Provide and follow a district scope and sequence for foundational reading skills.</i>				
The scope and sequence for foundational skills across the district is inconsistent and varies from site to site.	<u>23-24</u> Literacy Task Force to use LETRS scope & sequence to create pacing guide that integrates with Wonders. <u>24-25</u> K-3 teachers to follow scope & sequence.	Continue implementation.	Follow new adoption.	

CURRENT (2022-23)	PHASE I (2023-2025)	PHASE II (2025-2027)	LONG TERM (2027-2028)	Additional Needs/ Funding
<u>Curriculum</u> Strategy 3: <i>Provide decodable texts for struggling readers in classrooms and school libraries.</i>				
The use and availability of decodable texts is inconsistent and varies from site to site.	<u>Fall 2023</u> Grade levels will inventory and organize their decodable texts on a collaboration day. Add documentation to a district spreadsheet. Provide funding for storage materials.			SIA and school funding
	Literacy Task Force will add a list of evidence-based decodable texts (digital and print) to CJUSD Science of Reading Google site. Create options for schools and libraries to purchase from.	Continue purchasing options.	Allow for replenishing options.	
<u>Curriculum</u> Strategy 4: <i>Provide resources that support Science of Reading based strategies.</i>				
The use and availability of additional resources is inconsistent and varies from site to site.	<u>Spring 2024</u> Literacy Task Force will create a suggested list of recommended SOR manipulatives and resources. Grade levels will inventory and organize their SOR materials on a collaboration day.	Ongoing training, modeling, collaboration and replenishment of materials.		
	<u>Fall 2024</u> Schools will utilize CPS staff, TOAs, and teachers to ensure everyone knows how to use SOR support materials.			

CURRENT (2022-23)	PHASE I (2023-2025)	PHASE II (2025-2027)	LONG TERM (2027-2028)	Additional Needs/ Funding
Assessment Strategy 1: Re-examine assessments to align with foundational skills.				
Currently K-2 grades are using DIBELS, K-6 grades are using i-Ready diagnostic assessments. Inconsistent use of phonics screeners, PA screeners, and spelling screeners are present across sites. There is no universal screener for Dyslexia in use across the district.	<u>Fall 2023</u> DIBELS for all K-2 students and 3-6 for struggling students	Provide time for grade levels to have authentic data analysis around foundational skills with the use of screener data.	Continue authentic data analysis to support students' needs.	
	<u>24-25</u> Create data monitoring document with links to recommended screeners. Post screeners and monitoring documents on CJUSD SOR Google site.	Provide training on the PA, phonics, and spelling screeners.	Continue training for teachers.	
Assessment Strategy 2: Develop district-wide consistent expectations/checkpoints for SOR foundational skills.				
Currently there are no district-wide checkpoints for SOR foundational skills.	<u>24-25</u> Create checkpoints of student performance expectations for grades K-3 to align with scope and sequence/pacing guide.	<u>25-26</u> Create a system to monitor student progress toward benchmark expectations along with data monitoring of screeners.	Continue training and collaboration.	
Assessment Strategy 3: Realign report cards/ progress reports (including English Language Development) with Science of Reading skills.				
Currently report cards/progress reports are focused on CCSS and not SOR skills.		Create a foundational skills-based parent-friendly report.	Implement CCSS & SOR progress reports and report cards.	

CURRENT (2022-23)	PHASE I (2023-2025)	PHASE II (2025-2027)	LONG TERM (2027-2028)	Additional Needs/ Funding
Staffing Strategy 1: Provide LETRS trained Literacy TOA for each site.				
The Literacy Task Force proposes hiring Literacy TOAs at all elementary sites to help support Science of Reading based instruction and prepare students to read by third grade.	Literacy TOAs will be hired for 2-3 sites during the first year of implementation. Sites will provide opportunities for collaboration between literacy specialists, teachers, and administrators.	District will gradually add more Literacy TOAs.	All sites will be supported by a Literacy TOA.	
Literacy Task Force will develop the job duties of Literacy TOAs. Their duties will include: -Collaborating with teachers and administration -Modeling lessons in classrooms -Providing parent classes, including English Learner parents -Hosting Literacy events -Providing time for feedback and reflection after classroom visits Literacy TOA must have a minimum LETRS training.	Literacy TOA will train staff on SOR/LETRS best practices using modeling, co-planning, co-teaching, and providing feedback based on non-evaluative observation. Literacy TOA will present at least 2 staff meetings a year Literacy TOA will develop and begin a parent outreach plan to support sites.	Literacy TOA will continue strengthening implementation of SOR/LETRS best practices using a co-teaching model. Literacy TOA will continue to present at least 2 staff meeting a year Literacy TOA will implement a parent outreach plan to support sites.	Literacy TOA will continue strengthening implementation of SOR/LETRS best practices using a teaching co teaching model Literacy TOA will continue to present at least 2 staff meeting a year Literacy TOA will implement a parent outreach plan to support sites.	

CURRENT (2022-23)	PHASE I (2023-2025)	PHASE II (2025-2027)	LONG TERM (2027-2028)	Additional Needs/ Funding
<u>Parent & Families</u> Strategy 1: Provide <i>ongoing parent communication with the focus on supporting students.</i>				
Identifying needs for parent workshops at each site.	Plan and provide parent workshops based on site needs (English and Spanish).	Continue providing parent workshops. Survey parents to determine needs and effectiveness of workshops attended.	Parent workshops are regularly provided at each site.	
Each site has its own website. Start communicating through social media, Parent Square, and other platforms.	Monthly communication regarding best practices, effective instructional strategies, grade level expectations, and programs will be shared with families in a variety of ways.	Monthly communication continues.	Monthly communication continues.	

XII. CJUSD TEACHER FEEDBACK

The Literacy Task Force members presented a draft of the Literacy Task Force Report to their elementary sites. After presenting, feedback was collected by grade level teams through a Google Survey. Teacher feedback was analyzed and certain patterns were identified across all grade levels and elementary sites. The most prevalent need articulated by teachers was comprehensive training in the Science of Reading (SOR) through Language Essentials for Teachers of Reading and Spelling (LETRS). Other commonalities included:

- Collaboration time
- Time for observation of colleagues
- TOA support
- Additional staffing (to include aides and Literacy TOAs)
- Decodable texts
- Resources/manipulatives
- SOR aligned curriculum/assessments (including ELA/ELD and writing)

XIII. CONCLUSION

At Colton Joint Unified School District, we are a team of caring, professional educators and staff who are enthusiastically dedicated to the literacy development and achievement of our students. We believe every student has the right to be a proficient reader by third grade and to graduate as a fully literate individual. However, recent assessment data demonstrates that our students, especially key subgroups, are not achieving their full academic potential.

During the visit to some of our CJUSD schools and classrooms, the Literacy Task Force observed some impressive lessons that were engaging, rigorous, and geared for student success. The Literacy Task Force believes all CJUSD classrooms can be an oasis of effective instruction that is aligned to the Science of Reading.

The Task Force recommends that by 2028 our teachers will be trained in and implementing the Science of Reading in all elementary schools. Additional support will include Literacy TOAs and a teacher created video library of resources. All stakeholders, including teachers, administrators, families, and the community, will work collaboratively to achieve these goals through learning opportunities and support. We look forward to the improvement we will see in our students as a result of these recommendations.

Resources

<https://learningpolicyinstitute.org/product/positive-outliers-districts-strong-stable-teaching-force-brief>

https://learningpolicyinstitute.org/sites/default/files/product-files/Positive_Outliers_Qualitative_Report.pdf

<https://www.caeducatorstogether.org/>

[Narrowing the Third Grade Reading Gap research briefing.pdf](#)

<https://www.thereadingleague.org/wp-content/uploads/2022/05/Five-Action-Steps-for-School-and-District-Leaders-Implementing-the-Science-of-Reading.pdf>

[Reading Wars, Reading Science, and English Learners](#)

<https://www.thereadingleague.org/wp-content/uploads/2020/08/moats.pdf>

<https://time.com/6205084/phonics-science-of-reading-teachers/>

<https://edsource.org/2022/the-youngest-readers-tackle-sounds-words-and-the-science-of-reading/679248>

<https://edsource.org/2022/how-one-california-elementary-school-sees-success-after-overhauling-its-reading-program/668351>

<https://edsource.org/2022/how-a-california-school-is-embracing-the-science-of-reading-and-phonics-video/678967>

Phonological Awareness/Oral Language

[Research Findings on Alphabetics \(Phoneme Awareness and Phonics\): Implications for Instruction](#)

http://reading.uoregon.edu/resources/bibr_pa_concepts.pdf

[Improving Literacy- The critical role of phonological awareness](#)

[Sound Wall review demo lesson video](#)

[Video of PA lesson](#)

[Video of Heggerty Lesson](#)

Alphabetic Principle/Phonics/Spelling

[Phonics and Flexibility-Shanahan](#)

[What Teachers Need to Know and Do to Teach Letter Sounds, Word Reading, and PhonicsLineaEhri](#)

[The Critical Role of the Alphabetic Principle](#)

[Phonics lesson video \(decoding two syllable words\)](#)

Vocabulary

[Enriching Academic Vocabulary: Strategies for Teaching Tier Two Words to E.L.L. Students](#)

[Effective Practices for Teaching Academic Vocabulary](#)

[Upper Grade focus Vocabulary and the Common Core](#)

[Selecting and Using Academic Vocabulary in Instruction](#)

[Explicit Vocabulary Instruction video-Anita Archer](#)

[Tier 2 Vocabulary instruction video](#)

[Explicit Vocabulary instruction video](#)

Morphology

<https://www.shanahanonliteracy.com/blog/what-should-morphology-instruction-look-like#sthash.7NR7GH2n.ixzeA3Z5.dpbs>

[Which Morphemes to Teach and How to Teach Them](#)

[How To Make Morphology Instruction Multisensory How To Make Morphology Instruction Multisensory](#)

[Morphology/phonological awareness combo lesson video](#)

[Morphology intermediate grade lesson video](#)

[Morphology lesson video](#)

[Morphology Grade 2 video](#)

Fluency

[Fluency/comprehension- alternatives to round robin reading](#)

<https://shanahanonliteracy.com/blog/trying-again-what-teachers-need-to-know-about-sentence-comprehension#sthash.YQnWxy1C.dpbs>

<https://thereadingforum.com/wp-content/uploads/2022/09/Rasinski-Education-Sciences.pdf>

[Fluency With Text](#)

Comprehension

[The Science of Reading Comprehension Instruction](#)

[The Usefulness of Brief Instruction in Reading Comprehension Strategies](#)

Writing

[Joan Sedita - Instructional Suggestions for Writing About Reading \(video\)](#)

[The Connections Between Writing, Knowledge Acquisition, and Reading Comprehension](#)

[Changing How Writing is Taught](#)

Miscellaneous

[Providing Reading Interventions for Students in Grades 4–9](#)

[Literacy Achievement in the Primary Grades in High-Poverty Schools](#)

[State literacy task force echoes call for more reading coaches, specialists | EdSource](#)

[Putting_the_Science_of_Reading_into_Practice.pdf](#)

[What the Words Say.EmilyHanford.apmreports](#)

[Hard Words by Emily Hanford.apmreports](#)

