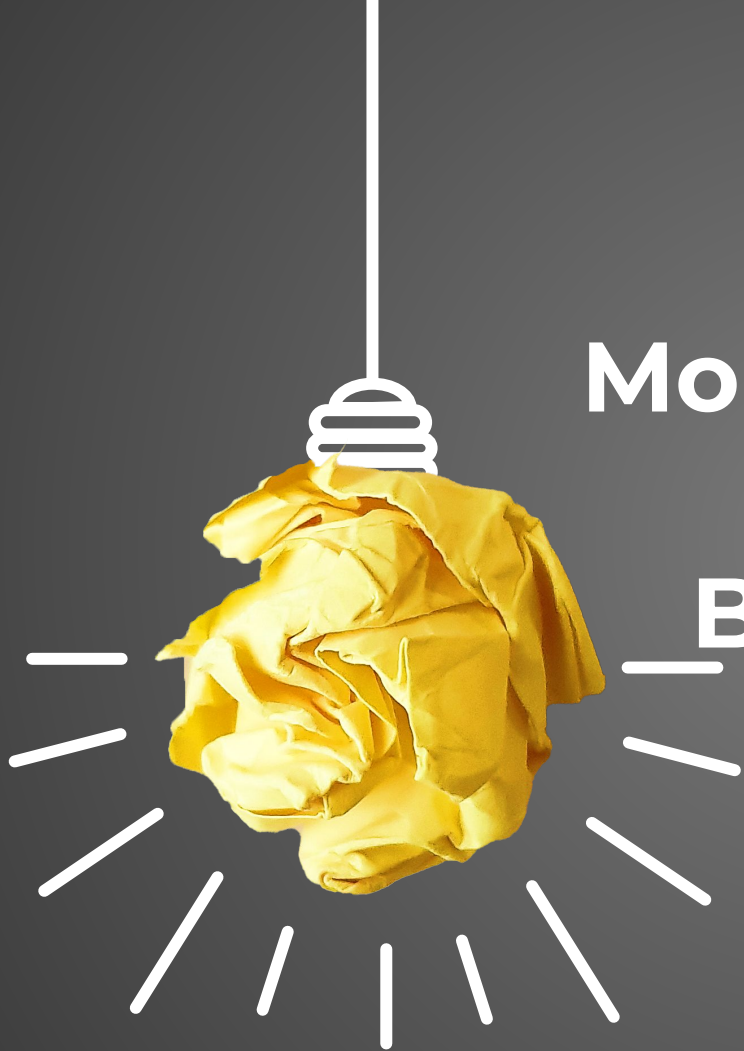




Mount Pleasant Central School District: Board of Education Work Session



February 7, 2024

The Science of Reading



Dr. Adam Bronstein - Asst. Superintendent

Michael Cunzio - CES Principal

Anne Stern - HES Principal

Erica Denman - CES/HES Asst. Principal

Jill Coletta - K-5 Literacy Staff Developer



Why is this being discussed now?



JANUARY 3, 2024 | Albany, NY

Governor Hochul Unveils Second Proposal of 2024 State of the State: the 'Back to Basics' Plan to Improve Reading Proficiency

As Literacy Lags, Hochul Proposes Changing How Schools Teach Reading

New York has lost ground in reading performance. The governor is proposing changes to literacy education to address that.



What the Science of Reading Is:



Reflects a body of research



Informs instruction from early childhood through adolescence for all populations



Emphasizes the importance of systematic, explicitly taught, responsive teaching



Provides access to a variety of literature that fosters background knowledge



Suggests key instructional approaches to build literacy skills

High Impact Teaching Practices in Literacy Instruction



Collaborative and Culminating Projects, Performances, and Celebrations

Text-Based Discussion and Writing Opportunities

Engagement with a Variety of High Interest, Diverse, and Complex Texts

Phonological Awareness, Phonics, Spelling, and Word Study Skill-Building

Fostering Understanding of Print Conventions, Features, and Functions

What the Science of Reading Is Not:



It is not a program or curriculum



It is not teaching skills in isolation



It is not “back to the basics”



It is not limited to phonics and decoding

Skilled Reading

Many Strands Are Woven into Skilled Reading

Language Comprehension

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspondence

Sight Recognition

of familiar words

increasingly strategic

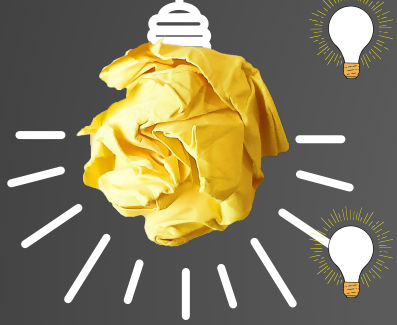
increasingly automatic

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition.



The Thought Process of Reading



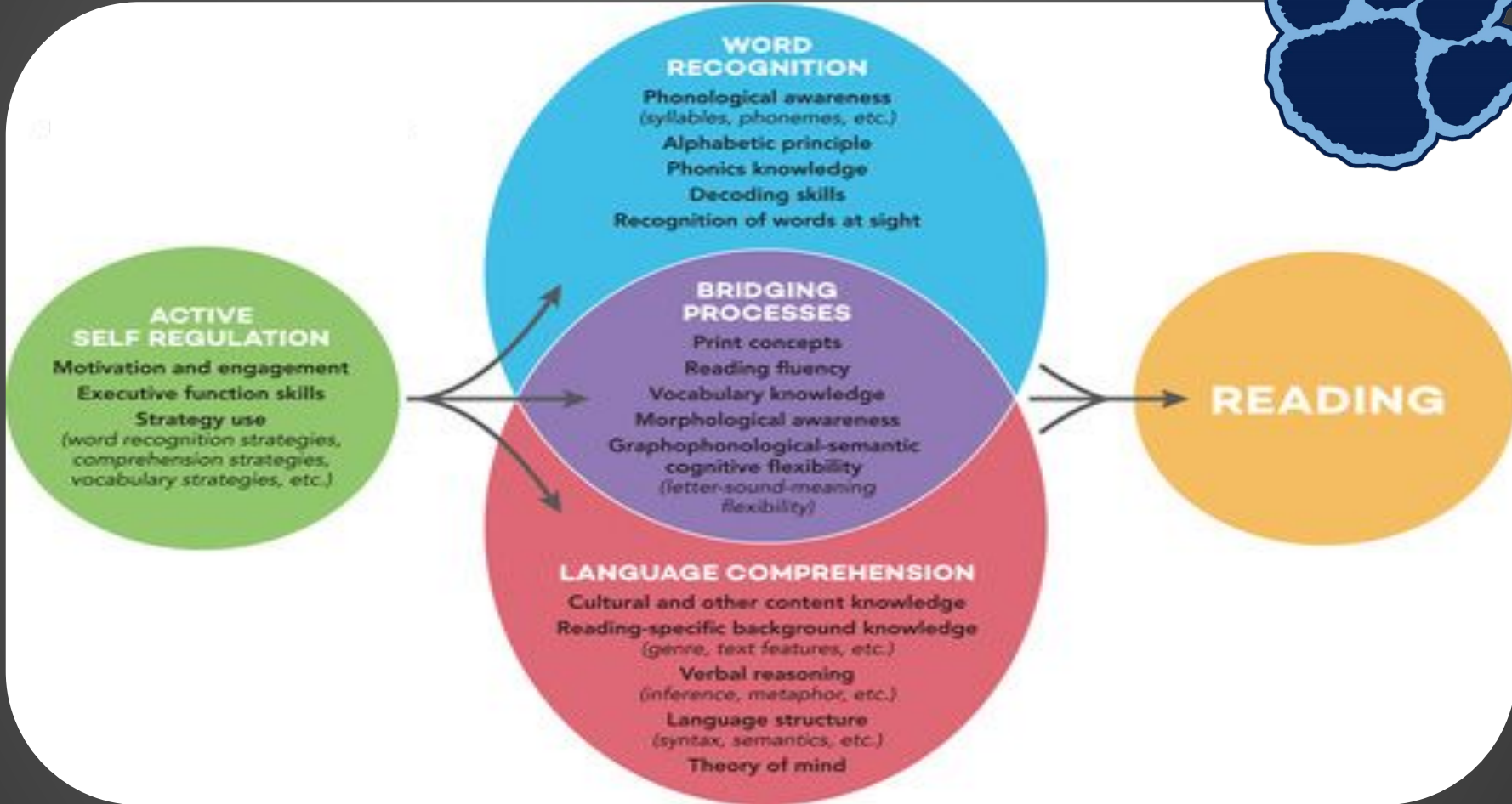
Monitoring one's own comprehension and reacting if the text does not make sense

Directing the pace and purpose of one's reading

Making inferences within and between sentences

Constructing an organized mental structure of the information

The Active View of Reading



Our Ongoing Work



2016-2019

Implementation of Wilson Foundations, K-3

2018-2020

Introduction of a systematic, explicit approach to phonemic awareness instruction

2021

Implementation of Half-Time K-5 Literacy Staff Developer

Reading teacher push-in model

Introduction of oral-motor instruction in kindergarten

Introduction of decodable texts for guided reading in kindergarten

Our Ongoing Work



2022

Third full-time reading specialist at HES

Implementation of an updated faculty leadership model

Additional decodable texts for guided reading in first grade

Creation of targeted assessments to align with revised instruction

2023

Transition to Full-Time K-5 Literacy Staff Developer

Convened Literacy Steering Committee

Implementation of new and aligned benchmark assessments in reading

Pilot of small group instructional resources

Preliminary Findings



There has been a decrease in the number of students referred for MTSS in kindergarten and first grade.



Kindergarten students are using oral reading prompts from the Sound Walls when reading and writing.



First grade guided instruction has shifted from a cueing based-system to explicit teaching of skills.



End of year data indicates that kindergarten students are applying middle sounds in their writing.

Benchmark Assessment Data: Fall, 2023 to Winter, 2024

Grade	Fall	Winter	% Change
K	52%* (64%)#	63% (74%)	↑11% (↑10%)
1	48% (74%)	70% (79%)	↑22% (↑5%)
2	49% (66%)	57% (77%)	↑8% (↑11%)
3	59% (75%)	72% (89%)	↑13% (↑14%)
4	68% (81%)	77% (89%)	↑9% (↑8%)
5	75% (88%)	69% (83%)	↓6% (↓5%)

* Students at/above benchmark = 40th Percentile and above

Students on watch = 25th - 39th Percentile



Our Current & Future Work



2024

Developing District Literacy Handbook

K-5 Reading Goals:

- Interactive Read Aloud-thinking strategies
- Classroom Environment - student centered

Content-Based Literacy Instruction

Auditing Literacy Structures/Practices

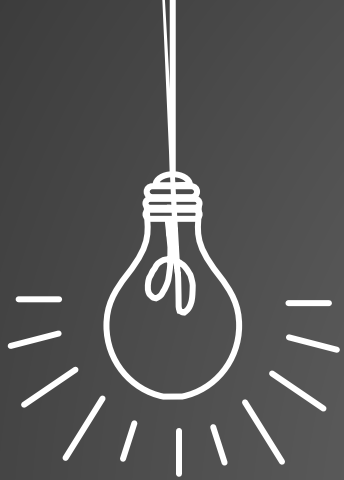
And Beyond...

Explicit leadership structures in K-12 Reading

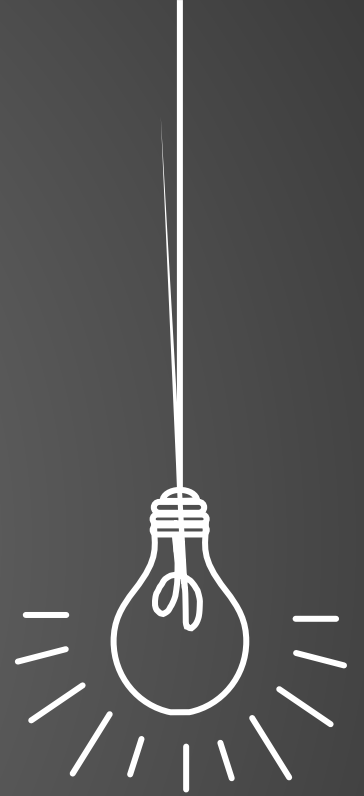
Ongoing targeted, professional learning

Strategic integration into content-area instruction

Updated, aligned high-impact literacy vision and practices across all classrooms



Questions & Discussion





Thank you!