



Literacy and Language

School Board Work Session | October 16, 2024



LAND ACKNOWLEDGEMENT

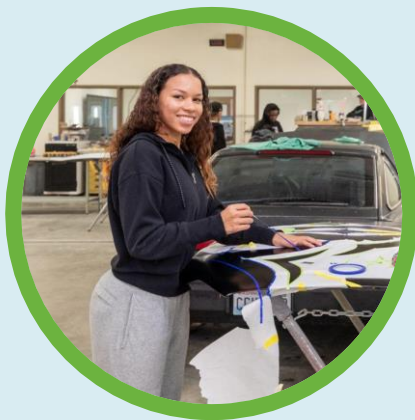
“We begin by acknowledging that we are on the ancestral land stewarded since time immemorial by the Salish people of the Duwamish, Green, White, Cedar, and Upper Puyallup Rivers, many of these giving birth to the contemporary citizens of the Muckleshoot Indian Tribe. We honor and give thanks that we are able to collectively engage in this conversation on their sacred homelands about the future of teaching and caring for our sacred children and youth.”





CULTURE OF BELONGING

A culture where all are welcome, valued, and safe.



INNOVATIVE LEARNING

Academic experiences that engage, empower, and challenge every student.



BILINGUAL & BILITERATE

Multicultural skills that enable students to live, work, and communicate across cultures.



FUTURE READY

Students explore possibilities and develop mindsets that prepare them for a changing future.

*Our Promise: Every student is known by **name**, **strength** and **need**, and graduates prepared for the **future they choose**.*

The Big Four

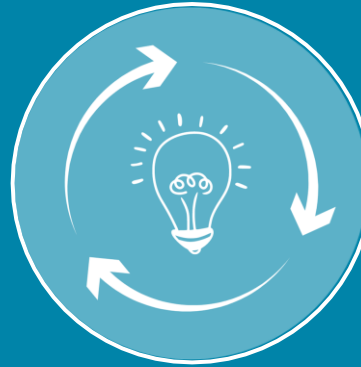
Areas of Focus



**Inclusionary
Practices**



MTSS



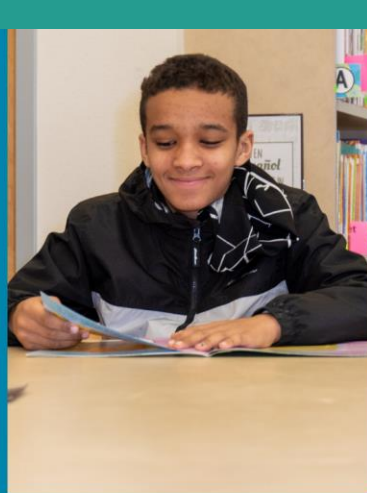
**Secondary
Redesign**



**Literacy &
Language
Development**



OUR STUDENTS



Strategic Plan Measures: Systems of Support

Key Result 5:

Establishing systems of student support at all schools to ensure all students are progressing academically and socially.

- **Measure 5b:** Increase the percentage of students in grades K-8 who show at least one year of growth on i-Ready English Language Arts by 5% annually

Key Result 7:

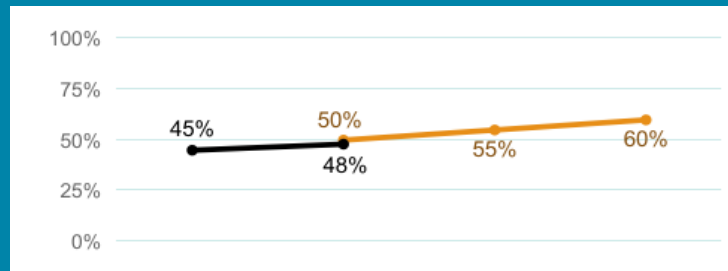
Increase Access to Language Learning Opportunities

- **Measure 7b:** Increase the percentage of multilingual students demonstrating proficiency in English on the WIDA within five years by 5% annually

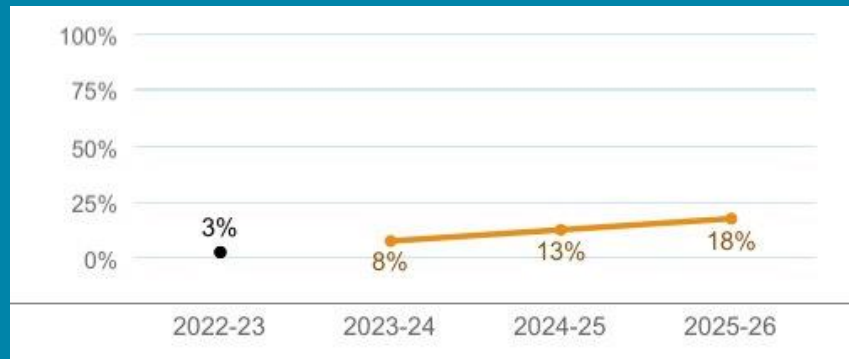




Increase the percentage of students in grades K-8 who show at least one year of growth on i-Ready English Language Arts by 5% annually.



Increase the percentage of multilingual students demonstrating proficiency in English on the WIDA within five years by 5% annually.



I-READY GROWTH

OVERALL 3-YEAR COMPARISON



ELA

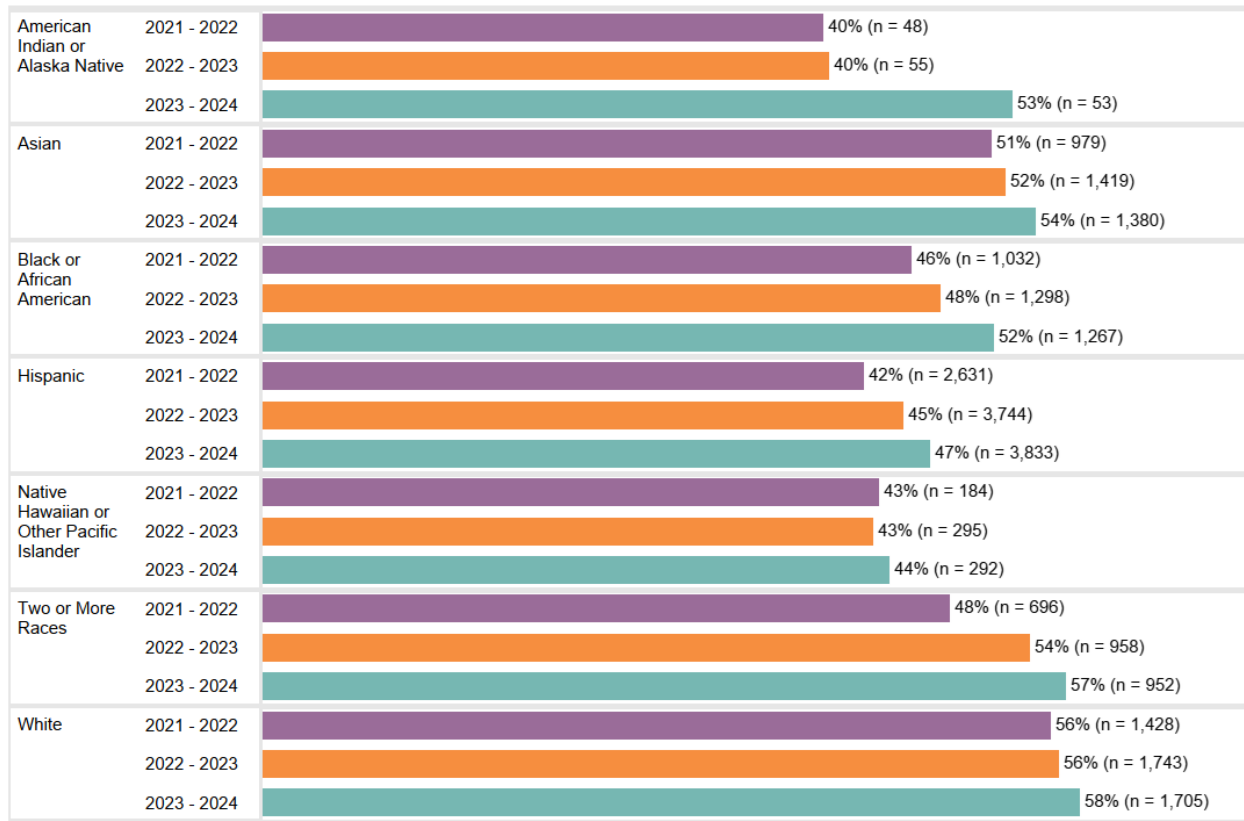
Percentage of students that met annual typical growth on i-Ready ELA

Overall, the percentage of students that met annual typical growth criteria between SY 2021-22 and SY 2023-24 increased for both ELA and Math each year.

- ELA: **+5%** over 2 years

I-READY GROWTH

ELA BY RACE



Percentage of students that met annual typical growth on i-Ready ELA

Increases since SY 2021-22:

- American Indian/Alaska Native (+13%)
- Two or more races (+9%)
- Black/African American (+6%)
- Hispanic (+5%)
- Asian (+3%)
- White (+2%)
- Native Hawaiian/Pacific Islander (+1%)

Decreases since SY 2021-22:

- None

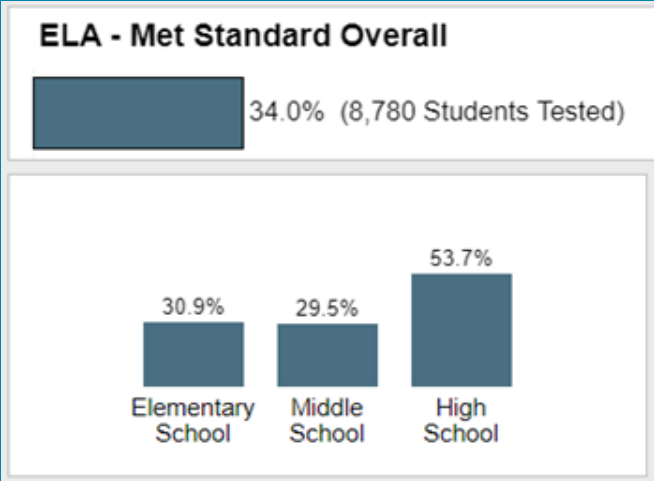
Fluctuations:

- None

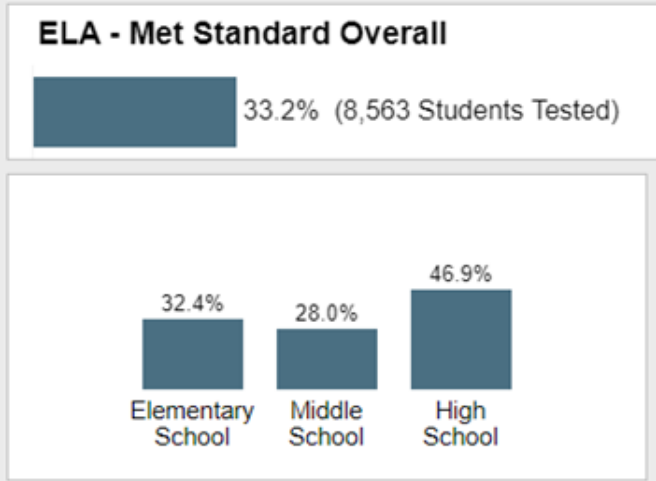
SBA/WCAS

District Overall by Content Area and School Level

2022-23:



2023-24:



Year-over-Year Comparisons	
Elementary School	+1.5%
Middle School	-1.5%
High School	-6.8%

WIDA: Spring 2024

Total Students Tested	Total Students Tested Who Met ML Exit Criteria	Percentage of Students Tested Who Met ML Exit Criteria	Average Overall Score
5,865	309	5%	2.8

Proficiency Levels

- Level 6: Reaching
- Level 5: Bridging
- Level 4: Expanding
- Level 3: Developing
- Level 2: Emerging
- Level 1: Entering

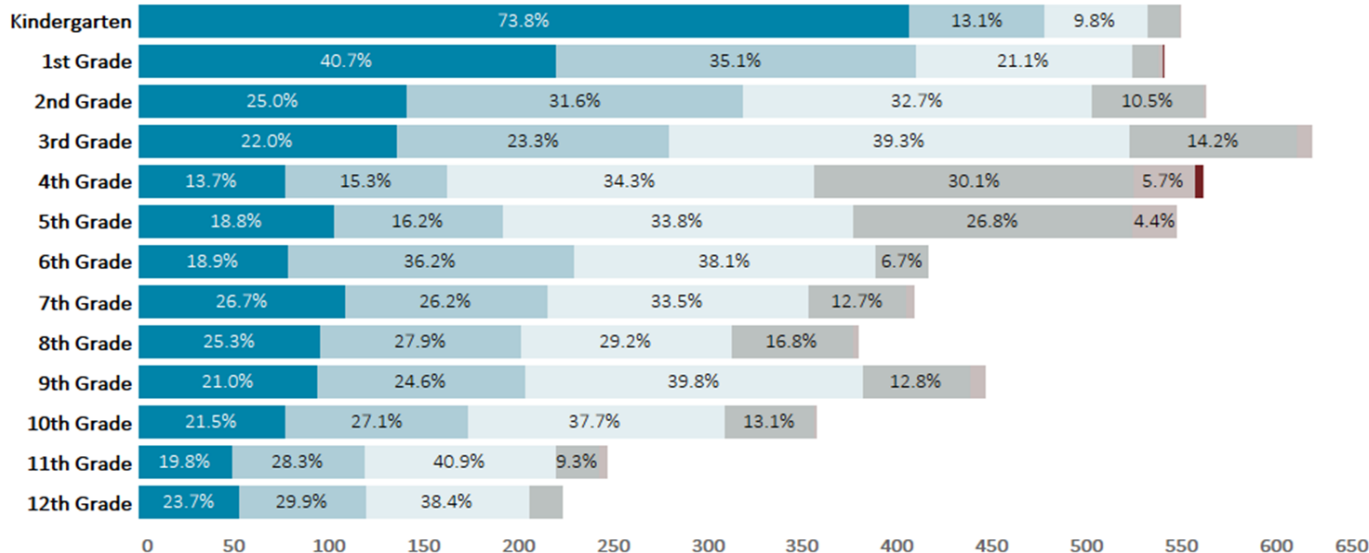
WIDA Exit Criteria:

- Students in Kindergarten and First Grade who have a **Overall Score of 4.0** or more have met the exit criteria.

- Students in Grades 2 - 12 who have met one of the following conditions have met the exit criteria:

- (1) **Overall Score of 4.7**
- (2) **Overall Score between 4.3 and 4.6 and have a Level 3 or above in SBA ELA (Starting 2023-2024)**

District Overall Student Count



Policy 2000 Grounding

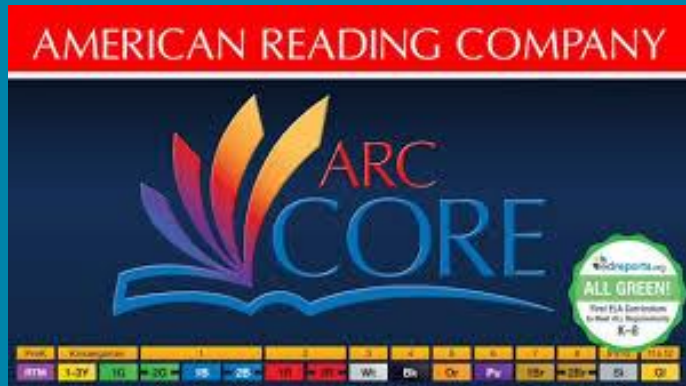
Policy 2000 - STUDENT LEARNING GOALS

The vision for Highline schools is that all students graduate prepared for college, career and the future they choose. Students will be offered and encouraged to take advantage of all courses and opportunities that will assist them in achieving their full academic potential. The District, with the involvement of families and community members, shall provide opportunities for every student to develop the knowledge and skills essential to:

1. **Read with comprehension, write effectively**, and communicate effectively and responsibly in a variety of ways and settings and with a variety of audiences;

Policy 2020

Instructional materials... shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.



LITERACY GOALS AND SUPPORTS

Literacy Goals

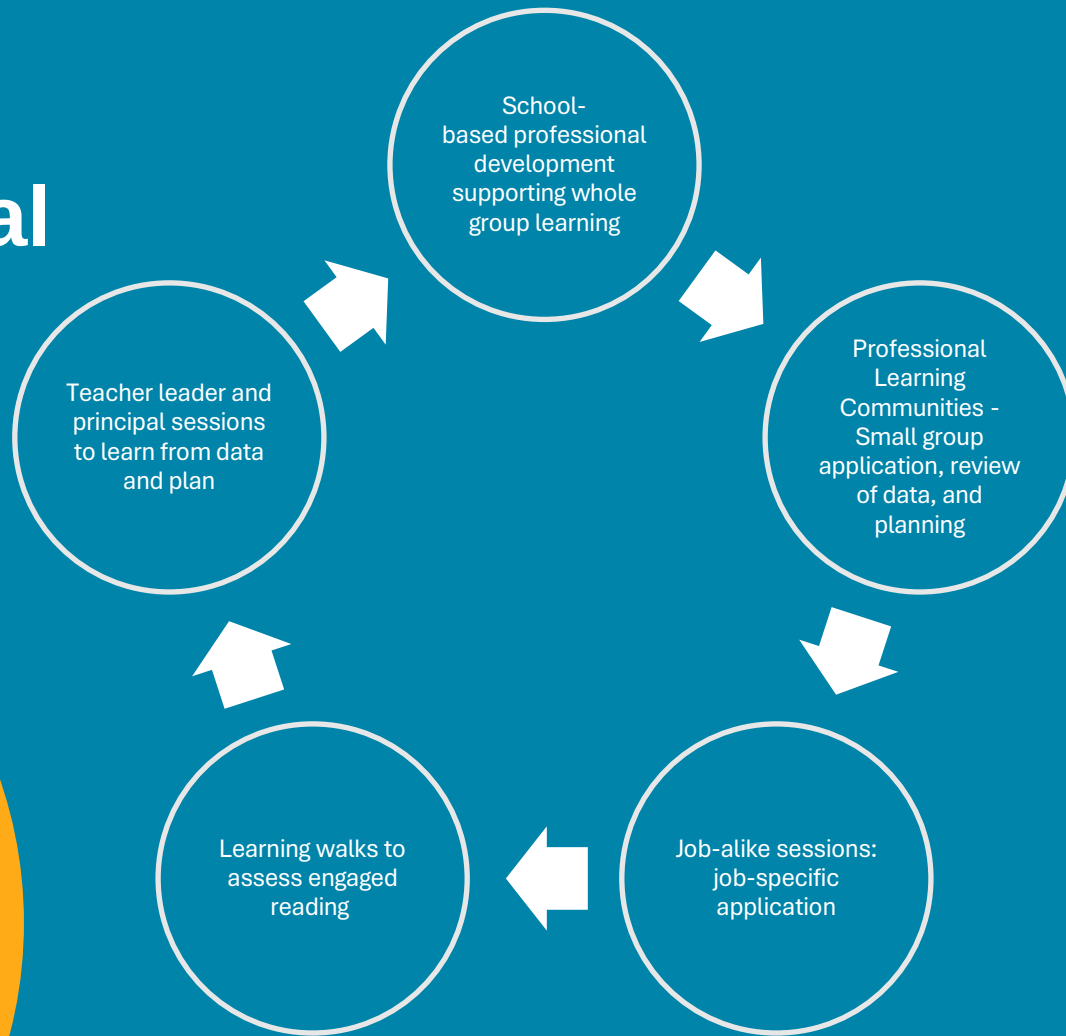
- Align literacy instruction with the science of reading
- Use MTSS to guide literacy instruction
- Support adult literacy learning cycles
- Promote reading across all subjects
- Monitor literacy progress using multiple data sources

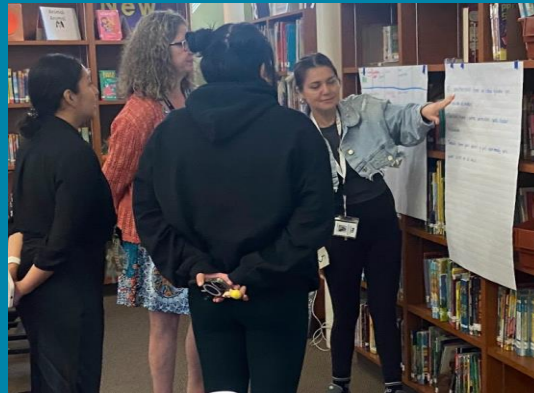
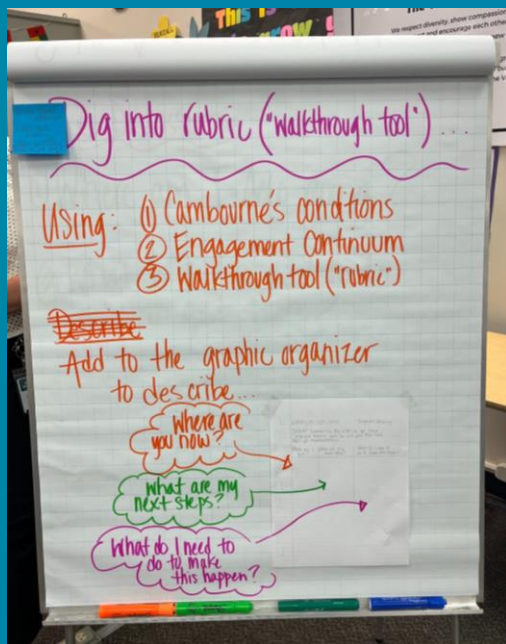
Supporting Conditions

- Inclusion strategies
- Social Emotional Learning (SEL)
- Culturally responsive teaching
- Multilingual supports
- Effective use of digital tools



Adult Professional Learning





Developing Work in Family Engagement

- Conferences to build student agency and family participation
- Strengthened student and family communication on English language development (WIDA)
- Academic Parent Teacher Teams at selected elementary schools
- Family University sessions throughout the year

Monitoring and Adjusting Literacy Work

Classrooms	Formative Assessments and Street Data
Teacher Teams	Common Assessments
School Teams	Feedback from professional learning and school-wide benchmark data
School Visits (Learning Walks)	Multiple Data Points
System Level	Multiple Data Points

The Big Four

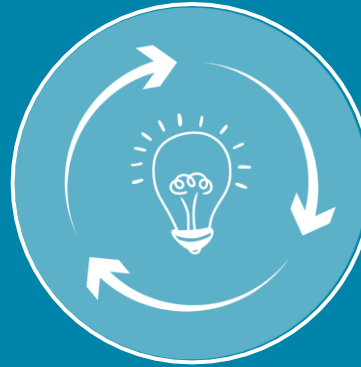
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Questions and Discussion

