



Literacy Presentation

March 14, 2024



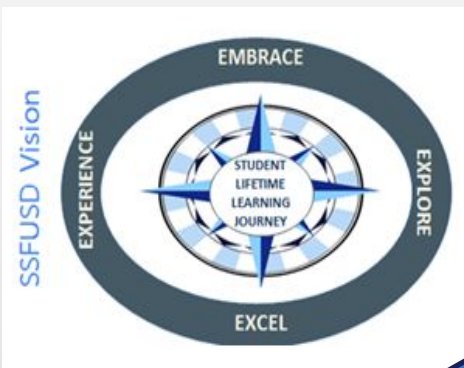


District Goals

LCAP GOAL 1

Academic Achievement

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.



LCAP GOAL 4

Special Education

The district will provide a high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

LCAP GOAL 2

Professional Development

Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

LCAP GOAL 3

Student, Parent & Community Engagement

Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

District Priorities

A) Improve Curriculum, Instruction & Assessment

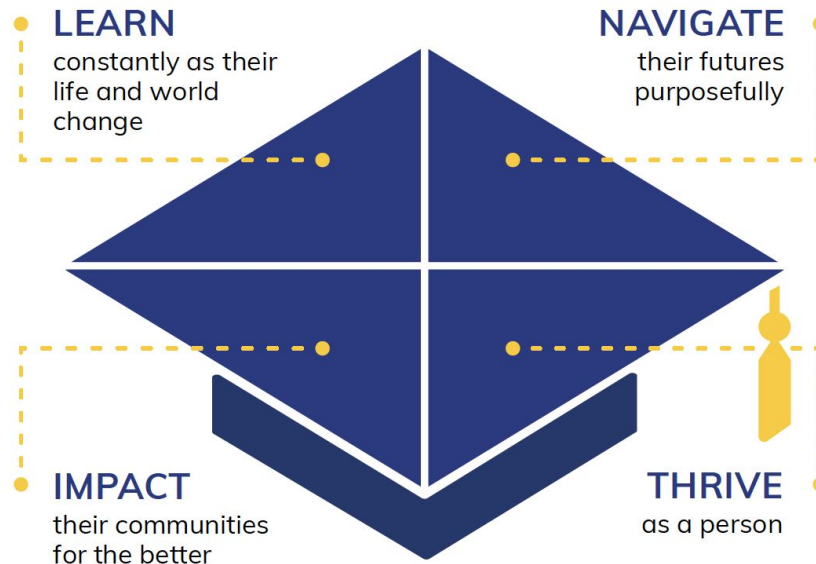
B) Bolster Professional Learning and Collaboration

c) Strengthen Leadership Capacity



Portrait of a Graduate

If we are successful, our students will leave their time in SSFUSD prepared to:



THIS IS OUR PROMISE TO EACH SSFUSD STUDENT



Key Responsibilities

Lindsay Summers - District Literacy Coordinator, K-5

- Direct support for our 15 site-based Reading Specialists
- Lead work with Structured Literacy Blocks, including the implementation of SIPPS
- Provide ongoing professional learning opportunities at the site and district level
- Support administration of DIBELS mCLASS and the pilot of an ELA Diagnostic Assessment with i-Ready and IXL
- Assist with Preschool through Third Grade alignment, including the implementation of Fluent Seeds
- Engage in ongoing collaboration with sites, districts, and our community partners



DIBELS mCLASS Data (District)

Composite Score	September 2023					December 2023				
	Exceeds	Meets	Approaches	Does Not Meet	PM Key	Exceeds	Meets	Approaches	Does Not Meet	PM Key
Kinder	30%	21%	19%	30%	●	21%	23%	19%	37%	●
1st	30%	28%	15%	27%	●	27%	27%	15%	31%	●
2nd	34%	32%	11%	23%	●	35%	29%	12%	24%	●
3rd	38%	30%	13%	19%	●	36%	29%	13%	22%	●
4th	20%	53%	14%	13%	●	35%	30%	14%	21%	●
5th	20%	37%	20%	23%	●	11%	26%	17%	46%	●
Kinder to 5th	28.7%	33.5%	15.3%	22.5%	●	27.5%	27.4%	15%	30.1%	●



DIBELS mCLASS Data (Sites)

Composite Score for K-5	September 2023					December 2023				
	Exceeds	Meets	Approaches	Does Not Meet	PM Key	Exceeds	Meets	Approaches	Does Not Meet	PM Key
Buri	40%	17%	16%	27%	●	33%	27%	22%	18%	●
JS	53%	8%	8%	31%	●	37%	30%	20%	13%	●
LC	25%	20%	20%	35%	●	18%	18%	25%	39%	●
Martin	7%	10%	15%	68%	●	10%	12%	16%	62%	●
MV	43%	20%	16%	21%	●	53%	24%	13%	10%	●
Pondo	29%	15%	27%	29%	●	28%	10%	26%	36%	●
Skyline	34%	15%	32%	19%	●	31%	26%	22%	58%	●
Spruce	15%	19%	15%	51%	●	19%	8%	15%	58%	●
SSG	28%	19%	19%	34%	●	20%	26%	17%	37%	●



CAASPP ELA Data (District)

2021 to 2022	Exceeded	Met	Nearly Met	Did Not Meet
3rd Grade ●	24.42%	22.28%	24.42%	28.88%
4th Grade ●	30.38%	23.33%	18.44%	27.85%
5th Grade ●	25.17%	27.10%	20.10%	27.62%

2022 to 2023	Exceeded	Met	Nearly Met	Did Not Meet
3rd Grade ●	29.98%	21.64%	23.00%	25.38%
4th Grade ●	24.74%	21.23%	22.28%	31.75%
5th Grade ●	27.06%	27.24%	19.35%	26.34%



Pilot of ELA Diagnostic Assessment

Overview of Pilot	Assessment Information
<ul style="list-style-type: none">● 27 educators, including classroom teachers and Reading Specialists● Two administrations of both assessments● Training provided for both assessments● Pilot will last from October through April● Recommendation will be made to EDS in early April	<p>i-Ready and IXL</p> <ul style="list-style-type: none">● Administered via a tech device. Can be administered to the whole class.● Benchmark and progress monitoring with a variety of data reports● Individualized learning pathways are determined after the assessment



Structured Literacy Blocks

2022 to 2023

- Recommendation of 120 daily instructional minutes for SLB and 30 minutes of DELD
- Provided grade-level recommended models with instructional routines and resources for all key components
- Created a [Structured Literacy Block website](#)
- Offered various professional learning opportunities at the site and district level
- Year 1 of DIBELS mCLASS
- Completed a 1.5 year phonics pilot in K-3























2023 to 2024

- Continued to unpack the grade-level SLB models
- Continuously updated our [Structured Literacy Block website](#), including family literacy resources
- Continued to offer various professional learning opportunities at the site and district level, including asynchronous ones.
- Year 2 of DIBELS mCLASS
- Pilot of an ELA Diagnostic Assessment for K-5
- SIPPS Implementation at 4 sites and with Reading Specialists



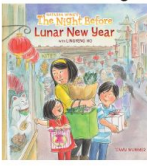


SLB Resource Pages

Structured Literacy Block Resources for February and March 2024 Evidence-Based Instruction in Vocabulary and Comprehension

 <p>Read</p> <p>Reading Rockets – Teaching Vocabulary Written by: Linda Diamond and Linda Gutkin</p>	 <p>Read</p> <p>Bringing Words to Life: Robust Vocabulary Instruction Written by: Isabel Beck, Margaret McKeown, and Linda Kucan</p>	 <p>Watch</p> <p>Dr. Anita Archer – Vocabulary Instruction 17 mins</p>	 <p>Watch</p> <p>Effective Vocabulary Instruction: Throw Away the Dictionary 1 hour 11 mins</p>
 <p>Read</p> <p>The Science of Reading Comprehension Instruction Written by: Nell Duke, Alexandria Ward, and David Pearson</p>	 <p>Read</p> <p>Why Deeply Diving Into Content Might Be The Key to Reading Comprehension Written by: Katrina Schwartz</p>	 <p>Watch</p> <p>The Reading Comprehension Blueprint: The Why, The What, and The How with Nancy Hennessey 1 hour 33 mins</p>	 <p>Watch</p> <p>The Knowledge Gap with Natalie Wexler 1 hour 4 mins</p>
 <p>Listen</p> <p>Vocabulary is Unconstrained With Tanya Wright 40 mins</p>	<p>Key Points </p> <ul style="list-style-type: none"> Vocabulary is acquired through explicit instruction as well as through wide, abundant reading of texts. Vocabulary is highly correlated to reading comprehension as comprehension is impacted by the depth and breadth of a reader's vocabulary. Comprehension is the product of word recognition and language comprehension. It is a dynamic process of making meaning from text. It requires strategic orchestration of cognitive actions to understand the text, both literal and inferential understanding. Explicit teaching of comprehension skills is essential to strengthening a reader's ability to make meaning before, during, and after reading. Access to rich, varied texts in wide reading, as well as increasing students' background knowledge 	 <p>Listen</p> <p>Science of Reading With Nell Duke 1 hour 5 mins</p>	
 <p>Review</p> <p>Five Key Principles for Effective Vocabulary Instruction Written by: Tim Shanahan</p>	<p>Actionable Outcomes </p> <ul style="list-style-type: none"> Review the recommended grade-level minutes for all components of Structured Literacy Blocks. Establish / Amplify your vocabulary instruction through explicit instruction of content words. Emphasize language and being a "word conscious classroom" Establish / Amplify your comprehension instruction through explicit instruction of how to make meaning and how to retain the information you read. Use read alouds as a way to model comprehension strategies, as well as thinking before, during, and after reading. 	 <p>Review</p> <p>Seven Strategies to Teach Students Text Comprehension Written by: C.S. Adler</p>	
 <p>Plan</p> <p>Vocabulary 4 Square / Vocabulary Cards / Bringing Words to Life</p>	 <p>Plan</p> <p>Bookmarks: Before, During, After Reading / Bookmarks: Comp Strategies / Posters: Comp Strategies 1 / Posters: Comp Strategies 2</p>	 <p>Research</p> <p>Applying the Many Layers of Structured Literacy and Reading Research for Struggling K-5 Students</p>	 <p>Research</p> <p>Improving Reading Comprehension in Kindergarten Through 3rd Grade</p>
 <p>Resource</p> <p>Structured Literacy: An Approach Grounded in the Science of Reading</p>	 <p>Resource</p> <p>The Active View of Reading Model Duke and Cartwright, 2021</p>	 <p>Read Alouds for Students</p> <p>Read Aloud Recommendations for February and March</p>	 <p>SSFUSD</p> <p>SLB Website Click on the website to view our recommended grade-level models.</p>

Site Reading Specialists and Lindsay Summers, SSFUSD - February 2024

Book Themes:	Book Titles, Authors, and Cover Pages:				
	February				
Black History Month / African American Heritage Month	Henry's Freedom Box: A True Story from the Underground Railroad Written by: Ellen Levine	The Story of Ruby Bridges Written by: Robert Coles	Hair Love Written by: Matthew Cherry	Parker Looks Up Written by: Parker Curry	Mae Among the Stars Written by: Roda Ahmed
					
Lunar New Year February 10, 2024	Celebrate Chinese New Year Written by: Carolyn Otto	The Night Before Lunar New Year Written by: Natasha Wing	Chloe's Lunar New Year Written by: Lily LaMotte	Ruby's Chinese New Year Written by: Vickie Lee	The Runaway Wok: A Chinese New Year Tale Written by: Ying Chang Compestine
					



Highlights from Our Reading Specialists

Reading Specialists

- Serving a total of 456 students in intervention across all nine sites
- Implementing SIPPS in reading intervention groups
- Developing consistent Reading Intervention Guidelines for all nine sites
- Developing a literacy vision & mission statement
- Supporting families with a home reading routine
- Attended a 30 hour Orton Gillingham Educator Course

Literacy Coaches

- Goal = Demonstration lessons and co-teaching during reading and writing blocks
- Unpacking our Structured Literacy Block resources with site colleagues
- Facilitating grade-level PLC's and presenting at ILT and/or staff meetings
- Supporting with data analysis of DIBELS mCLASS
- Assisting classroom teacher during the pilot of an ELA Diagnostic Assessment



Connections to District Work

- The **District's Strategic Plan** provides clear priorities: exceptional instruction, engaged students, purposeful partnerships, empowered educators, and equity-centered systems.
- The **Structured Literacy Block** provides the foundation for exceptional instruction in literacy and language and effective methods of engaging our students.
- The **ELA Scope & Sequence** provides teachers with the priority standards to teach and assess for within their literacy block.
- The new **Report Cards** provides information on standards that are being assessed within the Structured Literacy Block.
- **Cycle of Inquiry** provides the opportunity to reflect on the efficacy of our teaching and students' learning.



Potential Next Steps

Structured Literacy Blocks

- Develop a comprehensive literacy plan: instruction, assessments, and intervention
- Create a training plan for all teachers to receive evidence-based professional development, preferably Orton Gillingham
- Strengthen our P-3 alignment
- Increase access to texts in the classroom: decodables, authentic texts, and culturally responsive texts
- Increase opportunities for family engagement & education

Reading Specialists

- Finalize our Reading Intervention Guidelines for all nine elementary sites = equity centered systems
- Participate in the Orton Gillingham Associates Course in November 2024 as well as other quality professional learning / collaboration opportunities
- Prepare for SB 114 implementation by August 2025
- Strengthen our literacy coaching program to amplify Tier 1 instruction

