

Literacy Performance Management Presentation

March 13, 2025



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Key Responsibilities - District Literacy Coordinator

- Direct support for our 15 site-based Reading Specialists
- Lead work with Structured Literacy Blocks, including the implementation of SIPPS (K-3) and Seeds (Preschool)
- Support administration of DIBELS in K-5 and IGDIs (Preschool)
- Assist with Preschool through Third Grade alignment, as well as all Big Lift projects
- Provide ongoing professional learning opportunities at the site and district level
- Engage in ongoing collaboration with sites, districts, and our community partners



Key Responsibilities - Elementary Reading Specialists

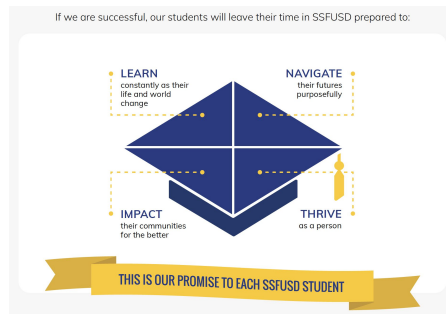
- Provide Tier 2 reading intervention (80%)
 - 450 total students in K-5 currently receiving reading intervention with one of our 15 Reading Specialists
- Literacy Instructional Coaching (20%)
 - Sharing of evidence-based resources and strategies
 - Data analysis and determining instructional implications
 - Engage in Cycles of Improvement and reflection
 - Provide varied Professional Learning at the site



Overview of District Literacy Action Plan

Our Vision Statement = The South San Francisco Unified School District is committed to providing equitable, engaging, and rigorous student-centered literacy instruction for all students from preschool through twelfth grade. The South San Francisco Unified School District will implement a comprehensive, evidence-based approach to literacy instruction. It is the vision of South San Francisco Unified that ALL students will graduate from high school as literate members of our community.

- Goals
- Resources
- Monitoring Plan
- Indicators of Success
- Action Steps
- Equity Considerations



Goals of District Literacy Action Plan

- Goal #1 = We will **accelerate literacy outcomes for all K-5 students through the implementation of differentiated instructional strategies**, including targeted small group instruction as measured by DIBELS mCLASS Benchmark Assessments in May 2025. As such, we will decrease the number of students in the red band on their composite score by 5% from September 2024 to May 2025 = approximately 155 out of 3,115 total students.
- Goal #2 = We will **accelerate all K-3 students' foundational reading skills through daily explicit instruction of phonological awareness and phonics** of researched based-curriculum, such as Heggerty, UFLI, and SIPPS as measured by both curriculum-based assessments and DIBELS mCLASS Benchmark Assessments by May 2025.
- Goal #3 = We will **increase educators' awareness and understanding of research-based Writing instruction** as measured by collaboration and professional learning opportunities by May 2025.



DIBELS District-Wide Data: 2024 to 2025 School Year

Composite Score	September 2024					January 2025				
	Exceeds	Meets	Approaches	Does Not Meet	PM Key	Exceeds	Meets	Approaches	Does Not Meet	PM Key
Kinder	23%	20%	24%	33%		24%	23%	19%	33%	
1st	28%	34%	16%	32%		31%	23%	14%	28%	
2nd	36%	40%	14%	20%		39%	28%	12%	21%	
3rd	35%	30%	15%	20%		32%	31%	12%	25%	
4th	21%	49%	16%	14%		43%	28%	12%	17%	
5th	24%	41%	16%	19%		25%	35%	13%	27%	
Kinder - 5th	28%	32%	17%	23%		33%	28%	14%	25%	



DIBELS Site-Wide Data: 2024 to 2025 School Year

Composite Score for K-5	September 2024					January 2025				
	Exceeds	Meets	Approaches	Does Not Meet	PM Key	Exceeds	Meets	Approaches	Does Not Meet	PM Key
Buri	39%	35%	13%	14%		42%	33%	9%	16%	
JS	41%	31%	14%	14%		41%	31%	11%	17%	
LC	15%	21%	16%	48%		15%	21%	16%	48%	
Martin	6%	20%	24%	50%		8%	20%	18%	54%	
MV	44%	35%	14%	7%		50%	31%	10%	9%	
Pondo	24%	42%	12%	22%		28%	36%	15%	21%	
Skyline	37%	35%	17%	11%		41%	24%	17%	18%	
Spruce	18%	25%	17%	40%		17%	24%	18%	41%	
SSG	22%	38%	20%	20%		27%	36%	17%	20%	



DIBELS Data: Three Year Comparison of Composite Score

Composite Score for K-5	2022 to 2023			2023 to 2024			2024 to 2025		
	Sept. 2022	Jan. 2023	May 2023	Sept. 2023	Dec. 2023	May 2024	Sept. 2024	Jan. 2025	May 2025
Exceeds	28%	22%	30%	29%	28%	34%	28%	33%	N/A
Meets	34%	23%	25%	33%	27%	27%	32%	28%	N/A
Approaches	16%	13%	15%	15%	15%	14%	17%	14%	N/A
Does Not Meet	22%	42%	30%	23%	30%	25%	25%	25%	N/A



Our Strategic Plan defines **5 priorities** for the next 5 years



Exceptional Instruction

Every student experiences exceptional instruction aligned with our Portrait of Graduate (PoG)



Engaged Students

Every student is a holistically-supported, self-directed learner



Purposeful Partnerships

Every student benefits from trusting, high-impact partnerships with families & community in support of realizing our PoG



Empowered Educators

SSFUSD is the Bay Area's leading organization for mission-driven educators



Equity-Centered Systems

Our decisions, actions & resources reflect SSFUSD's commitment to equity



Exceptional Instruction



Every student experiences exceptional instruction aligned with our Portrait of Graduate (PoG)

Sample Weekly Plan					
Key Component/Time	Monday	Tuesday	Wednesday	Thursday	Friday
Phonological Awareness 5-10 minutes	Teach the key skills of phonological awareness, specifically rhyme, isolation, blend, segment, add, delete, and substitute. Resources to support instruction in Phonological Awareness: Sight Words or the Sound Effects curriculum.				
Word Bank Word Recognition, Spelling 25-30 minutes	Introduce phonics skills, practice blending & segmenting, build words, read decodable text, and do phoneme-grapheme mapping. Teach Sight Words high frequency words as heart words.				
Fluency 5-10 minutes	Introduce fluency focus with decodable text and model to the class how to read fluently. Read decodable text with class.	Read decodable text with class. Practice reading aloud in small groups or in pairs. Read decodable text with class.	Read decodable text with class. Practice reading aloud in small groups or in pairs. Read decodable text with class.	Students practice reading fluently in small groups or in pairs.	Students read to class or in small groups. Reading can be done with partners if students are not ready to read alone.
Vocabulary 5-10 minutes	Use word aloud to teach and discuss vocabulary.				
Comprehension 20-25 minutes	From Wonders : Use the Reading/Writing Workshop text and the Literature Big Book with Paved Road of the West . Develop writing of the sentence level. Use leveled sentence frames to support writing about a topic or responding to literature. Use a combination of drawing, dictating, and writing when working on different genres. Grammar skills embedded into writing or as a discussion before genre writing focus.				
Writing 15-20 minutes	Grammar skills embedded into writing or as a discussion before genre writing focus.				
Small Group 20-45 minutes	See small group below for more information.				
CEO 10 minutes	Use your grade level content in tandem with the Wonders CEO Component, CUP Resources and/or RLAD Strategies to teach language development based on proficiency levels. See more information below.				

- Focus on the aim of *learn*
 - Intellectual curiosity and critical thinking, academic excellence, and creativity and resourcefulness
- Structured Literacy Block
 - 120 minute instructional block
 - Grade-level recommended models for teaching Phonological Awareness, Phonics, Fluency, Comprehension, Vocabulary, and Writing
 - Continued instructional shifts into the Science of Reading
- SIPPS and/or UFLI Implementation
- Seeds Implementation (Preschool)



Engaged Students



Every student is a holistically-supported, self-directed learner



- Safe, welcoming, and inclusive learning environments
- Focus on growth mindset - “I can read tricky words.”
- Multi-sensory approach to target students’ needs and learning styles
- Student voice and choice
- Instilling the joy and importance of reading and writing
- Scaffolded opportunities to engage in literacy ranging from read alouds to independent practice

Purposeful Partnerships



Every student benefits from trusting, high-impact partnerships with families & community in support of realizing our PoG



- Big Lift - collective impact group in San Mateo County
- Family Literacy Workshops for our SSFUSD Families - sites and DELAC
- Just Right Readers - take home literacy packs for all first graders at Martin and Sunshine Gardens
- Amazon and Reading is Fundamental - books, backpacks, and supplies
- Reed Charitable Foundation - Orton Gillingham training
- Collaborative Classroom - SIPPS and Seeds implementation support



Empowered Educators



SSFUSD is the Bay Area's leading organization for mission-driven educators



- Professional Learning for Reading Specialists
 - Orton Gillingham - 30 hours
 - Keys to Literacy Annual Writing Conference
 - California Reading Association's Annual Conference
 - Monthly Collaboration
- Literacy Coaching and collaboration
- Structured Literacy Block Website with Professional Learning and Instructional Resources
- DIBELS mCLASS: Administration Protocol and Maximizing DIBELS for Measurable Student Growth
- SIPPS - Year 2 Implementation



Equity-Centered Systems



Our decisions, actions & resources reflect SSFUSD's commitment to equity



- Data to make informed decisions, including SPSAs
- Equity Considerations on [District Literacy Action Plan](#)
- [Standardized Guidelines for Reading Intervention with Site Reading Specialists](#)
 - Entry and Exit Criteria
 - Student Considerations
 - Progress Monitoring
 - Caseload Information
 - Curriculum and Supplementals
- Grade-level schedules to protect Tier 1 Literacy Instruction
- Small group instruction in the classroom
- Book purchases - accessible, high-interest, and culturally responsive

Potential Next Steps

- Develop a Professional Learning plan for sustained support on evidence-based instruction in Reading and Writing.
 - Phased approach, considering other curriculum implementations and initiatives
- Prepare to pilot for an updated, comprehensive ELA Curriculum.
- Plan for implementation of SB114, our universal reading screener bill, effective August 2025.
- Update our classroom and school libraries with high quality, engaging, and culturally responsive texts.



Thank You

