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Early Literacy Initiative

Ed Services

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Regular Board Meeting: April 15, 2026



DISTRICT GOALS

GOAL #1

Maximize Academic Growth, Responsibility, and Achievement for Each Student.



GOAL #2

Cultivate the Social-Emotional Well-Being of Each Student.



GOAL #3

Create a Safe, Engaging Environment Where Students Connect to School.



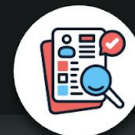
GOAL #4

Engage Parents and Families to Support Student Success.



GOAL #5

Hire, Train, and Retain High Quality Staff.



PRESENTATION OBJECTIVES

Overview of the Early Literacy Initiative

- Essential Literacy: Components of Literacy
- Expanding ELI to 3rd Grade

Resources & Supports: Professional Development, Coaching, and Common Assessments

- Resources
- PD & Coaching Cycles
- Assessment Data: Reading Difficulties Screener-DIBELS

Parent and Family Engagement: A Key Component of the Early Literacy Initiative

- Early Literacy Family Toolkit
- Spring Read to Succeed Event



Overview of Early Literacy Initiative

Early Literacy Initiative-**Year 1**

Launched in Fall 2025 the goal is to provide high-quality literacy instruction and targeted literacy intervention to TK-2nd grade students. Grounded in the Science of Reading, the initiative provides consistent instruction, early identification of reading challenges, and timely intervention. It represents a long-term investment in student outcomes, instructional quality, and educational equity.

The Early Literacy Initiative includes the following elements:

- Districtwide common early literacy assessments
- Job-embedded professional development for teachers and administrators
- In-class coaching for teachers with early literacy TOSAs
- Districtwide common foundational reading skills

Components of Literacy

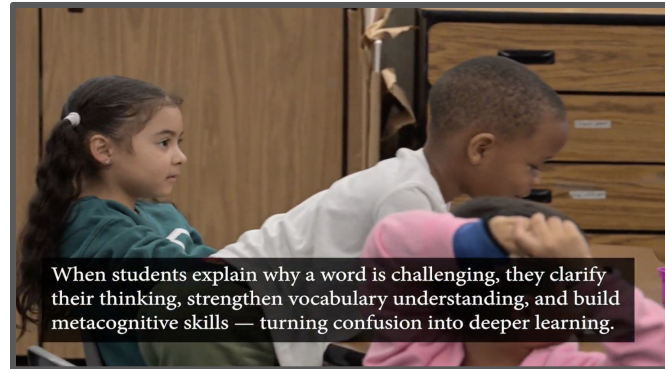




Resources and Supports

Knowledge Base: Model Lessons are Resources for Teachers

- Instructional videos to support the implementation of instructional routines from coaching cycles
- Teachers modeling exemplar lessons and routines (i.e. videos from coaching cycles) with coaching commentary and annotations highlighting effective instructional moves. These videos are additional coaching resources for teachers.



Knowledge Base: Model Lessons are Resources for Teachers

- Instructional videos to support the usage of resources (i.e. UFLI and Heggerty)
- This video is a NUSD Kindergarten teacher modeling for her students how to utilize the sound wall





Professional Development Update



Early Literacy PD for Staff in NUSD

Early Literacy Teacher PD	Early Literacy Administrator PD	Early Literacy TOSA PD
<ul style="list-style-type: none">• Site-Based mini PD sessions (coaching cycle support, science of reading, and pillars of literacy focus)• SDERD Days (DIBELS data analysis and instructional planning)• DIBELS on-site coaching with Amplify	<ul style="list-style-type: none">• Administrator ELI PD (science of reading, look fors from coaching cycles, and providing feedback aligned to coaching cycles)	<ul style="list-style-type: none">• Getting Reading Right SCOE Cohort

Early Literacy in NUSD in 2026-2027

In the 2026-2027 academic year NUSD will continue the Early Literacy initiative in TK-2nd grade and will be expanding to include PD and coaching support for all 3rd grade teachers.

3rd grade teachers engaged in onboarding with the Early Literacy Team this April.

This PD included:

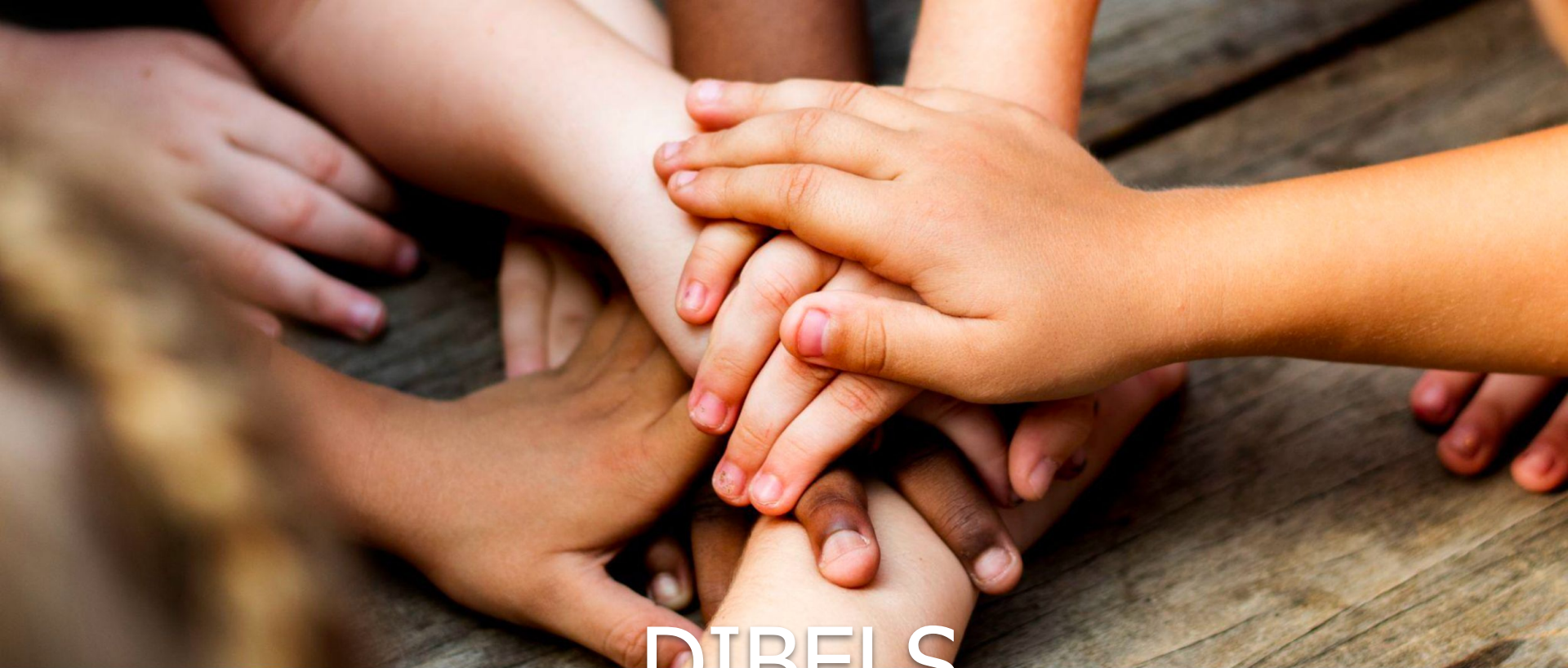
- An overview of the **research behind skilled reading** and key literacy frameworks guiding instructional planning and practices.
- A review of **district literacy data** and the Early Literacy Initiative work from 2025–2026.
- Introduction to the **Early Literacy coaching cycles**, including modeling, co-teaching, and supported teacher practice.
- Guidance for **effective literacy instruction in 3rd grade**, including instructional routines, literacy block structures, assessment use, and intervention for students.
- **Collaborative planning** with site teams and across district grade-level teams to support alignment and shared learning.

Coaching Cycle Areas of Focus

Yearlong Cycle Focus By Grade

Grade		Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
		Aug 18th-Sept 26th	Oct 6th - Nov 14th	Dec 1st-Jan 23rd	Feb 2nd-Mar 13th	Apr 6th-May 15th
TK	<i>Literacy Pillar</i>	Oral Language & Phonological Awareness	Vocabulary, Comprehension & Oral Language	Phonemic Awareness	Fluency & Concepts of Print	Phonics Foundations
K	<i>Literacy Pillar</i>	Phonemic Awareness	Vocabulary & Comprehension	Phonics	Fluency & Phonics	Vocabulary & Comprehension & Writing
1st	<i>Literacy Pillar</i>	Phonemic Awareness	Phonics	Fluency & Phonics	Comprehension & Fluency	Vocabulary, Comprehension & Writing
2nd	<i>Literacy Pillar</i>	Phonics	Vocabulary & Comprehension	Fluency & Phonics	Comprehension & Fluency (sentence-level)	Vocabulary, Comprehension & Writing

**Note: Cycle progressions may shift based on data and feedback to better support teacher growth and student learning.*



DIBELS

DIBELS: Reading Difficulties Screener

- DIBELS is the adopted reading difficulties screener in NUSD, used to assess key early literacy skills such as phonemic awareness, alphabetic principle, fluency, and comprehension to identify students at risk for reading difficulties.
- The screener is administered three times each year in Kindergarten, 1st grade, and 2nd grade.
 - Will also be administered to all 3rd grade students in fall, then based on student data
- Teachers should be using the data to:
 - Plan next steps for early literacy instruction based on student data
 - Identify students for progress monitoring
 - Provide intervention through tiered supports in classrooms

DIBELS: Reading Difficulties Screener

What It Assesses	Grade Level(s)
Phonemic Segmentation Fluency (PSF): Phonological and phonemic awareness	K, 1
Letter Naming Fluency (LNF): Knowledge of Letter Names	K, 1
Nonsense Word Fluency (NWF): Decoding skills	K, 1, 2
Word Reading Fluency (WRF): Decoding skills	K, 1, 2
Oral Reading Fluency (ORF): Reading fluency	1, 2
Maze: Reading Comprehension	2

DIBELS: Districtwide Results by School

Change in student placement between BOY and MOY Benchmarks	
School	% of Students Making Average or Better Growth
ALS	58.4%
BCS	35.7%
HAH	58.6%
HAS	73.9%
HES	62.8%
JFS	71.9%
LGMA	95.5%
NPE	67.3%
PVS	75.3%
TRE	69.9%
WRE	69.6%
Districtwide	65.3%

Note: This data includes results from the *DIBELS Lectura* assessment, which screens students for reading difficulties in Spanish and is used in the Heredia-Arriaga School Dual Language Immersion program.

DIBELS: Districtwide Change Fall to Winter

Fall (BOY) to Winter (MOY) Change in Overall Level by School						
School	% Well Below			% At and Above		
	Fall	Winter	Change	Fall	Winter	Change
ALS	50.3%	47.6%	-2.7%	37.0%	39.6%	+2.7%
BCS	61.2%	57.0%	-4.1%	26.6%	30.4%	+3.8%
HAH	44.4%	41.8%	-2.5%	39.7%	44.2%	+4.5%
HAS	26.4%	21.4%	-5.0%	64.0%	68.7%	+4.7%
HES	23.3%	18.8%	-4.5%	62.9%	65.5%	+2.6%
JFS	39.2%	30.7%	-8.5%	43.1%	53.0%	+9.8%
LGMA	33.3%	16.0%	-17.3%	54.2%	84.0%	+29.8%
NPE	36.5%	28.8%	-7.7%	42.1%	53.5%	+11.4%
PVS	35.0%	27.0%	-8.0%	45.5%	59.5%	+13.9%
TRE	26.5%	22.5%	-4.0%	59.8%	65.6%	+5.8%
WRE	37.2%	32.5%	-4.7%	48.3%	50.2%	+1.9%
Overall	36.6%	31.1%	-5.5%	48.0%	54.8%	+6.8%

DIBELS: Districtwide Results by Grade

Fall (BOY) to Winter (MOY) Change in Overall Level by Grade Level						
Grade Level	% Well Below			% At and Above		
	Fall	Winter	Change	Fall	Winter	Change
K	38.8%	32.2%	-6.6%	42.7%	52.9%	+10.2%
1	35.8%	32.5%	-3.3%	49.3%	54.9%	+5.6%
2	35.5%	28.8%	-6.7%	51.1%	56.3%	+5.2%
Overall	36.6%	31.1%	-5.5%	48.0%	54.8%	+6.8%



Parent and Family Engagement

Parent and Family Engagement

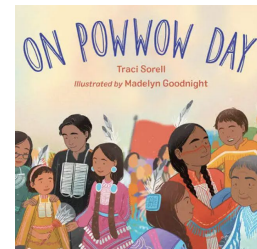
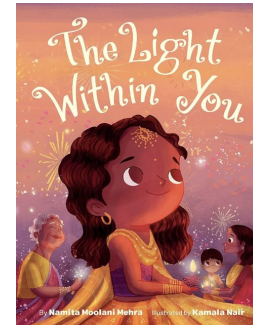
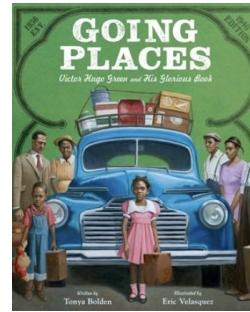
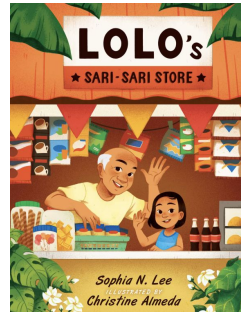
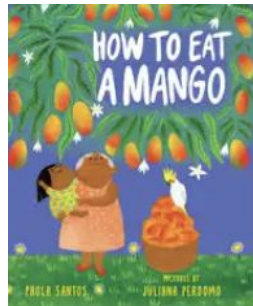
NUSD recognizes that families are important partners in early literacy. The following resources and events have been developed to support families with engaging in Early Literacy at home and at school:

- A dedicated Early Literacy webpage that includes:
 - Guidance on how families can support foundational reading skills at home
 - A monthly featured book selection, available in classroom and public libraries, along with take-home activities that connect reading to fun, meaningful home experiences
 - Family Toolkit with links to early literacy resources and activities to support the development of literacy skills at home

Parent and Family Engagement



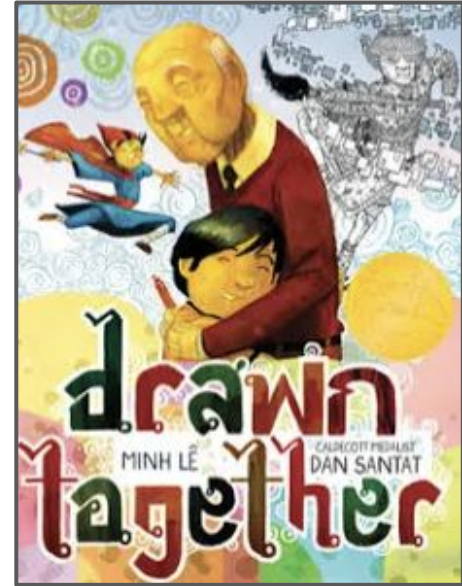
- In addition to the online resources, NUSD highlights a book and reading [tip](#) each month and provide families with at-home activities aligned to the selected text
- Author Nights hosted by CAFE. These family-friendly events will celebrate diverse voices in literature, provide opportunities for students and families to meet authors, and build excitement around reading across cultures and communities.



NUSD Spring Literacy Event

Minh Le, author of *Drawn Together*, will be our featured author for the May 15 literacy event at our model early literacy sites

- Purchased for all TK-2 teachers at the start of the school year and was a featured text in comprehension and vocabulary PD sessions
- Will be purchased for all 3rd grade teachers for the 26-27 school year
- Minh Le will sign copies for each elementary school site to raffle and host a virtual Parent University event May 12
- Bookmark contest for all TK-3 students
- Awards will be presented for growth on the mCLASS (DIBELS/Lectura) assessment



NUSD ELI Early Successes

25-26 ELI Success	Coaching is increasing instructional consistency	System alignment is reducing variability across sites	Data is informing instruction more consistently
Observations	Coaching cycles are contributing to more consistent implementation of instructional routines and pacing.	Common routines and shared resources (Heggerty, UFLI) are increasing consistency across classrooms.	Teams are increasingly using DIBELS data to adjust instruction and group students.
What it Suggests	→ Job-embedded coaching serves as a core support for instructional implementation.	→ Students are experiencing more equitable, high-quality instruction districtwide.	→ Shift from assessment as compliance to assessment as a tool for action.
Why it Matters	→ <i>Investment in coaching is directly tied to building teachers' classroom practice.</i>	→ <i>Students are more likely to experience strong instruction regardless of classroom or site.</i>	→ <i>This is critical for sustained improvement.</i>

Early results are promising; next steps include strengthening Tier 1 instruction, ensuring consistent implementation, improving progress monitoring, and supporting the transition into 3rd Grade.



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Connecting students to their future

THANK YOU

QUESTIONS OR COMMENTS

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