



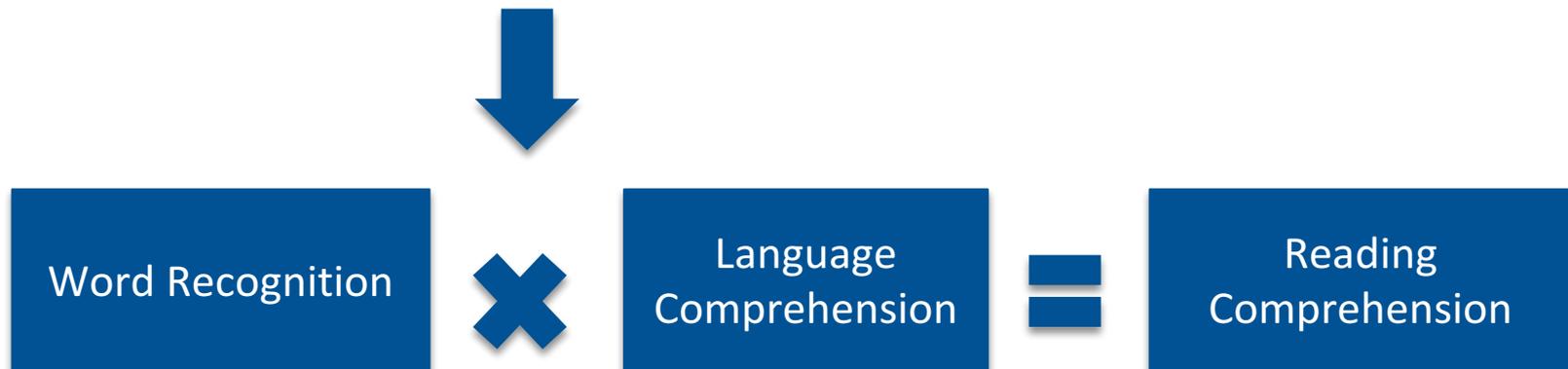
EVERY CHILD A READER

11-15-18

Instructional Services
Governing Board Presentation

Year 1 Plan

- Classroom observations in all K-2 Classes helped us identify a lack of phonics instruction.
- Understanding our approach to teaching reading helped us understand the gaps in our instruction.



Year 1 Accomplishments

- Introduction of Core Knowledge (CKLA) foundational skills program into K-2 Classrooms to supplement Benchmark

- District-wide professional development
 - Research on the science of teaching reading
 - Curriculum integration strategies
 - Literacy Forum Speakers: Dr. Freddy Hiebert and Dr. Tim Rasinski
 - Beginning of alignment of assessments to new approach (small Kindergarten Dibels pilot in year 1)

Formal Plan Aligned to LCAP Goals

YEAR 2

1. Instructional plan for ensuring high quality first instruction (LCAP Goal 1)
2. Creating interventions to close the gap before it exists (LCAP Goal 2)
3. Ensuring teachers know how to teach reading: Intensive Professional Development
4. A systematic monitoring plan

High Quality Instructional Program

1. Curriculum (45 teachers)

- ❖ CKLA
- ❖ Benchmark
- ❖ Dibels Assessment

1. Rigorous Program (22 teachers)

- ❖ Effective use of time
- ❖ All instructional components present
- ❖ Assessment to drive and respond to instruction

1. Professional Development (25 teachers)

- ❖ 2-Year LETRS online Reading Course
- ❖ Guidance on how to plan and balance word recognition and comprehension instruction

Reading Intervention

Goal: Close the Gap before it starts

Current Practice....

Intervention starts in grades 2 and up

Reading intervention offered only by specialists

No out of school time specific reading programs

Curriculum is separate from classroom materials

Moving To...

Begin intervention at the earliest sign of struggle

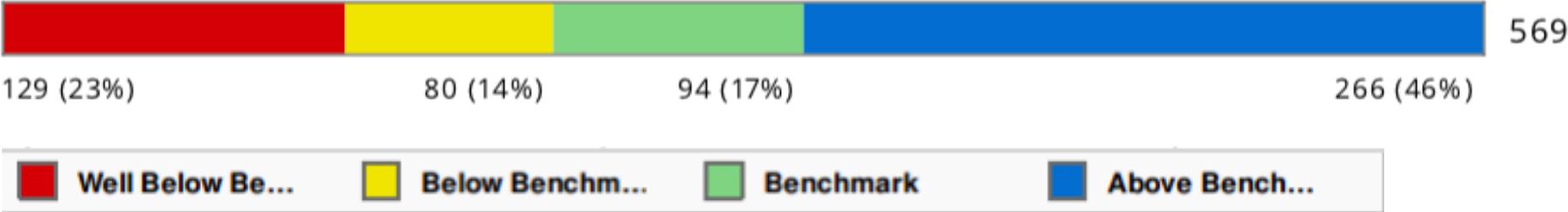
Empowering teachers with strategies and structures to offer it in tier 1 instruction

After school reading boot camp: 5 Title I sites (Grades K-2)

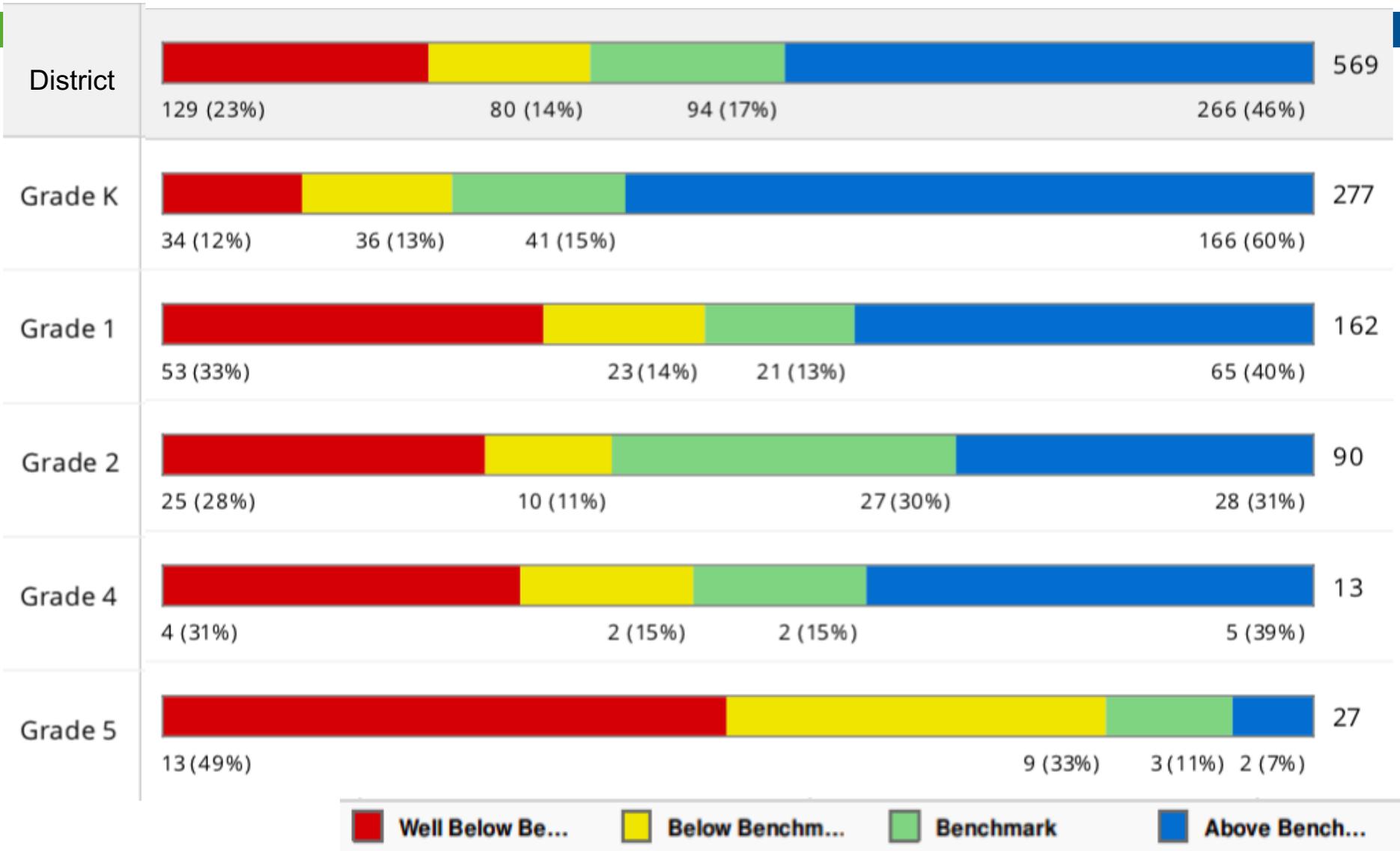
Curriculum is the same and coordination between classroom teacher and intervention teacher to address specific skill gaps

Data Using Dibels

Beginning of the year CUSD District-wide Dibels Data (569 Students Assessed)



Beginning of the year CUSD District-wide Dibels Data By Grade Level



Monitoring Our Work

- Classroom Observations: Administrators coached on what to look for in classrooms
- Pacing Calendars for CKLA Units
- Accountability and coaching conversations with K-2 Teachers
- Regular analysis of reading data in PLCs
- Tracking students not on target and ensuring they are receiving instructional supports
- Regular communication and monitoring of teachers in LETRS program

Next Steps

YEAR 3

- Expand Dibels Implementation to grades K-2
- Expand LETRS reading training
- Provide training on the district's Dyslexia plan to all teachers
- Provide supports for upper grade students reading below grade level
- Move to systemic support using Reading Intervention Teachers in the lower grades and site TOSAs to support grades 3-8 reading and math interventions
- Continue with consistent data monitoring