



K-3 Literacy Updates



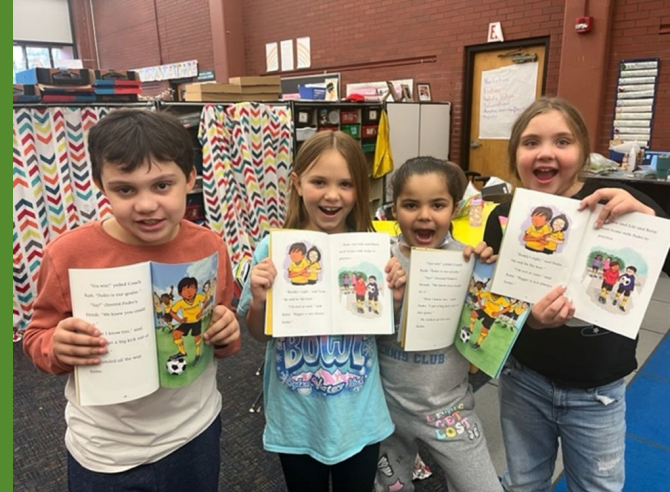
HPS Board of Education Goal



K-3 Literacy: All students will demonstrate accelerated growth in reading with the goal of meeting proficiency by the end of grade three.

Agenda

- Science of Reading (SoR): What is it?
- Building our Cohesive Understanding
- Right to Read Act
- Next Steps



Science of Reading



What it IS

A Collection of Research

Research, over time, from multiple fields of study using methods that confirm and disconfirm theories on how children best learn to read.



Teaching Based on the 5 Big Ideas

Phonemic Awareness - The ability to identify and play with individual sounds in spoken words.

Phonics - Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns.

Fluency - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression.

Vocabulary - Knowing what words mean and how to say and use them correctly.

Comprehension - The ability to understand what you are reading.

Ever Evolving

There is new research and evidence all the time. As populations, communities, and approaches evolve, so should practice.



Science of Reading Misconceptions



What it IS NOT

A program, an intervention, or a product that you can buy.

The Science of Reading could be considered an approach to teaching reading that is based on decades of research and evidence. It is NOT a specific program.



Phonics-based programs that drill phonics skills.

Phonics is an integral part of teaching reading based on science, but it is just one of the five big ideas that should be taught so all children can learn to read.



Complete and no more study needs to be done.

As with any science, it is never complete. We can always know more. More study happens all the time and researchers, teachers, and families can work together to bring the best research into classrooms.



Instructional Shifts

Balanced Literacy Strategies

Science of Reading Informed Strategies

Example

Incidental “bit of this”, “bit of that” approach to phonemic awareness instruction

Intentional phonemic awareness instruction that follows a scope and sequence of skills to include the manipulation of sounds and occurs in conjunction with phonics instruction.



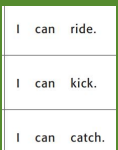
A “just have to memorize them” approach to high frequency/sight words

An analytical (phonetic) approach that draws students’ attention to the parts of the word both regular and irregular- and provides opportunities to orthographically map the word integrating reading, spelling, and meaning.



Over relying on predictable text to get kids reading.

The use of accessible and aligned texts that provides opportunities for students to use visual decoding strategies as the first source to solve words, and promotes orthographic mapping.



Meaning, visual, syntax are equally valued word solving strategies.

Prioritizes print as a strategy of first resort for word solving, using meaning and structure to cross check.



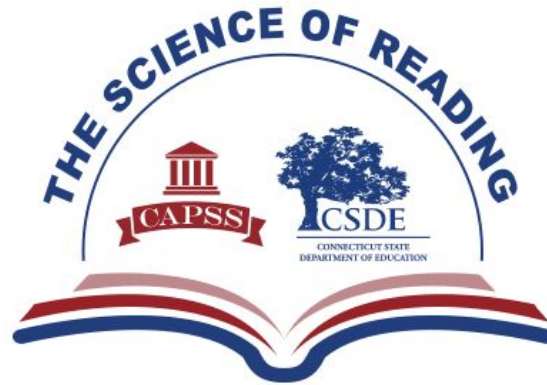
Hamden's Literacy Curriculum (prior to 2022)

- Readers' Workshop
 - Focused on a skill/strategy
 - Ex: Analyzing characters
- Phonics: Foundations
 - Letter/sound relationships
 - Explicit decoding instruction
 - Handwriting/Spelling
- Writers' Workshop
 - Genre based
 - Ex: Personal Narrative, Argumentative Essay

Hamden's Literacy Curriculum- SoR Shifts

- Content-Focused Reading Comprehension
 - Multi-genre texts focused on a Science/Social Studies topic
 - Ex: Amazing Animals
- Small Group Targeted Instruction
 - Data-driven targeted reading instruction based on the needs of individual students
- Writers' Workshop
 - Genre based focused on the theme in Reading
 - Ex: Argumentative Essay
- Phonemic Awareness (K-1): Heggerty
 - Identify and manipulate isolated sounds
- Phonics: Foundations
 - Letter/sound relationships
 - Explicit decoding instruction
 - Handwriting/Spelling

Science of Reading Masterclass



Science of Reading Masterclass



Connecticut Association of Public School Superintendents
Leadership for the Future of Learning

- Participants: Superintendent, Elementary Assistant Superintendent, Directors of: Pupil Services (Special Education); Multilingual Learners; Director of Assessment, Technology, and Intervention; English/ Language Arts; Elementary Principal; 2 literacy specialists; 1st grade teacher
- 5 cohort meetings with other districts
 - Topics are based on key SoR components
- District level, on-going literacy and executive coaching

Right to Read Legislation and Hamden's Plan



Headline: By July 1, 2023, districts will implement a state approved reading program, continue planning with an extension, or will have been granted a waiver.

Section 1. Effective July 1, 2021 (a) For the school year commencing **July 1, 2023**, and each school year thereafter, each local and regional board of education shall fully implement a reading curriculum model or program for grades pre-kindergarten to grade three, inclusive, that has been approved by the Center for Literacy Research and Reading Success, pursuant to section 2 of this act.

(Note: There are possible revisions to the bill currently before the legislature that would delay the required implementation of an approved program from July 1, 2023 to July 1, 2025.)

Hamden Public Schools has exercised the extension option which provides us with an additional year to vet programming.

CSDE Approved Programs



SAVVAS
LEARNING COMPANY

AMERICAN
READING COMPANY

Amplify CKLA



Hamden's Pilot: 2 schools, 6 classrooms



Into Reading Pilot Plan

- Church St and Spring Glen: April-June
- One K, 1st, and 2nd grade classroom at each school
- All materials and PD were provided at no cost to the district
- Each class will complete 1 module

Professional Development

- Pilot teachers, all elementary literacy specialists, Director of ELA and Assistant Superintendent of Elementary participated in in-person training
- *Into Reading* is providing ongoing professional development during the pilot

Additional Considerations

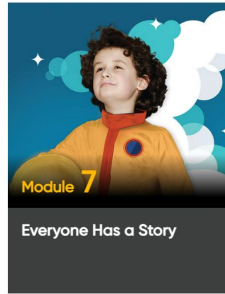
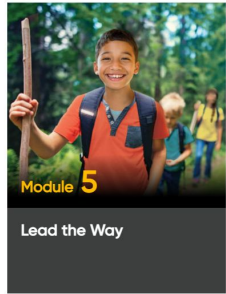
- State ARPA Right to Read grant allocations to support the purchase of programs and related professional development (limited funding)



Into Reading components enhance current programs

Content-Themed Comprehension: Focus on vocabulary, content knowledge, and oral language development (Into Reading?)

Modules



Content-Aligned Writing (Into Reading?)

Following Steps

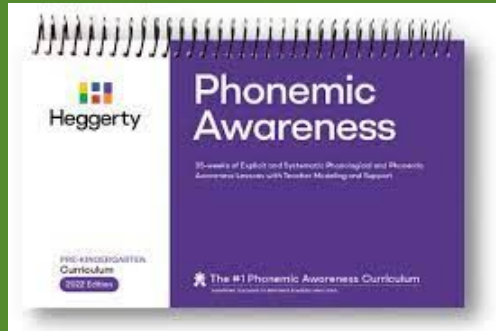
Think about what you learned in *From Seed to Plant*. What steps are needed to turn a seed into a plant? Write the steps in order in the boxes below.

1.
2.
3.
4.

Explicit Phonics Instruction (Foundations)



Explicit Phonemic Awareness Instruction (Hegerty)



Headline: By July 1, 2023, implement a state approved K-3 literacy universal screening assessment.

On or before January 1, 2022, the Center for Literacy Research and Reading Success, established pursuant to section 9 of this act, shall compile a **list of approved reading assessments** for use 136 by local and regional boards of education for the school year commencing **July 1, 2023**, and each school year thereafter, to identify students in kindergarten to grade three, inclusive, who are below proficiency in reading, provided any such reading assessments developed or approved by the department include frequent screening and progress monitoring of students. Such reading assessments shall (1) measure phonics, phonemic awareness, fluency, vocabulary, and comprehension, (2) provide opportunities for periodic formative assessment during the school year, (3) produce data that is useful for informing individual and classroom instruction, including the grouping of students based on such data and the selection of instructional activities based on data of individual student response patterns during such progress monitoring, (4) be compatible with best practices in reading instruction and research, and (5) assist in identifying, in whole or in part, students at risk for dyslexia, as defined in section 10-3d, or other reading-related learning disabilities.

Hamden's Assessment: DIBELS



DIBELS BENCHMARK ASSESSMENTS																	
CORE or NA: Not Administered, WD: Withdrawn, EX: Exempt																	
Benchmark 2 Middle									Benchmark 3 End								
Due January 27th									Due June 2nd								
LNF	PSF	NWF CLS	NWF WRC	WRF	ORF WC	ORF Errors	ORF Accuracy	Composite Score	LNF	PSF	NWF CLS	NWF WRC	WRF	ORF WC	ORF Errors	ORF Accuracy	Composite Score
	57+	78+	26+	33+	57+		*	424+		61+	87+	28+	50+	76+		*	480+
57+	43-56	52-77	14-25	17-32	21-56		87+	389-423	59+	45-60	55-86	15-27	25-49	39-75		91+	441-479
51-56	34-42	41-51	10-13	14-16	10-20		54-86	377-388	53-58	37-44	45-54	11-14	17-24	26-38		85-90	427-440
0-50	0-33	0-40	0-9	0-13	0-9		0-53	200-376	0-52	0-36	0-44	0-10	0-16	0-25		0-84	200-426
52	43	47	27	11	2	5	29%	378	71	77	60	20	16	13	5	72%	434
39	35	45	15	10	4	10	29%	374	66	48	54	18	9	20	2	91%	430
53	60	34	7	14	13	5	72%	377	49	48	42	4	22	28	3	90%	427
60	42	57	19	84	74	1	99%	433	77	62	63	21	72	125	0	100%	500
56	32	42	0	19	27	8	77%	386	53	51	45	15	30	44	2	96%	440
63	44	47	18	66	128	0	100%	449	60	60	60	20	70	169	0	100%	514
53	26	12	4	19	10	9	53%	366	73	44	31	10	33	47	0	100%	439
57	41	44	14	51	140	0	100%	448	62	44	124	39	86	159	0	100%	543
60	56	47	17	19	26	3	90%	392	66	54	59	18	26	39	2	95%	446

- Legislature requires July 1, 2023 start- Hamden started July 1, 2022
- Legislature requires K-3 universal screening assessment- Hamden extended to K-8

Headline: Create district and school-based literacy teams (From the state literacy strategy)

Establish a district literacy leadership team (i.e., superintendent, assistant superintendent, director of curriculum and instruction, principals, special education director, director of multilingual learners, etc.) dedicated to building and sustaining scientifically based, evidence-based literacy practices and systems across schools and grades.

Support school-based literacy leadership teams in building and sustaining culturally responsive, scientifically based, evidence-based literacy practices and systems. Team membership may include but is not limited to the following: principal, assistant principal, literacy coach, general education teachers from each grade level, special education teachers, multilingual learner specialists, reading specialists, and parent engagement coordinators.

Create and implement a district literacy plan and individual school-based literacy plans based on the results of a diagnostic needs assessment process. This process includes analyzing student literacy assessment data, reviewing current literacy goals and benchmarks, examining assessments and instructional materials, creating observable and measurable goals, and establishing a timeline of clearly specified activities.



Board of Education K-3 Literacy Goal: All students will demonstrate accelerated growth in reading with the goal of meeting proficiency by the end of grade three.

Fall, 2022 DIBELS Data: K-N/A, 1st Grade: 50%, 2nd Grade: 52%, 3rd Grade: 50%

Theory of Action: If HPS K-3 curriculum and instructional practices align with the Science of Reading research, then students will reach higher levels of reading achievement as evidenced by walkthrough and literacy achievement data.

2022-2023	<ul style="list-style-type: none"> Create Literacy look-fors Establish SBLT <ul style="list-style-type: none"> Initial Meetings (Jan/Feb): ShareToA, Remind team about data tracker Share theory of action with all stakeholders: SBLT, directors (Feb) Complete baseline literacy data and walkthroughs of all K-3 general education classrooms Complete baseline literacy data and walkthroughs of meetings of all K-3 special education classrooms, resource rooms, and SRBI coordinator rooms Use literacy and walkthrough data to develop a 3 year literacy plan
2023-2024	<ul style="list-style-type: none"> Continue to use literacy and walkthrough data to revise district literacy plan Use baseline data to develop literacy goals and benchmarks district wide and school specific Plan for regular SBLT meetings on a bi-monthly schedule inclusive of Heather and Erin Continue classroom literacy walkthroughs to ensure necessary changes in practice as well as develop plans for support Provide continuous professional learning to K-3 stakeholders Audit K-1 curricula and address gaps in necessary research based elements Ensure schedules are inclusive of the necessary and district mandated blocks for science and social studies
2024-2025	<ul style="list-style-type: none"> Revise, if needed, literacy goals and benchmarks district wide and school specific Plan for regular SBLT meetings on a bi-monthly schedule inclusive of Heather and Erin Continue classroom literacy walkthroughs to ensure necessary changes in practice as well as develop plans for support Provide continuous professional learning to K-3 stakeholders Audit 2-3 curricula and address gaps in necessary research based elements Ensure schedules are inclusive of the necessary and district mandated blocks for science and social studies

green=complete, yellow=in progress, red=not started

Theory of Action: If HPS K-3 curriculum and instructional practices align with the Science of Reading research, then students will reach higher levels of reading achievement as evidenced by walkthrough and literacy achievement data.

Systems, Structures, and Professional Learning



Next Steps

- Director of ELA, Assistant Superintendent and Literacy Team continue to observe *Into Reading*
- Gather ongoing feedback from pilot teachers and literacy team
- Share schedule for school-based literacy team meetings with schools for 23-24
- Audit program materials: Based on enrollment projections, are there additional materials that need to be purchased for 23-24
- Analyze assessment data to determine impact
- Finalize curricular decisions prior to June 2024

