



# PUBLIC SCHOOLS of **BROOKLINE**

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Curriculum Sub Committee  
4/30/24

# Agenda

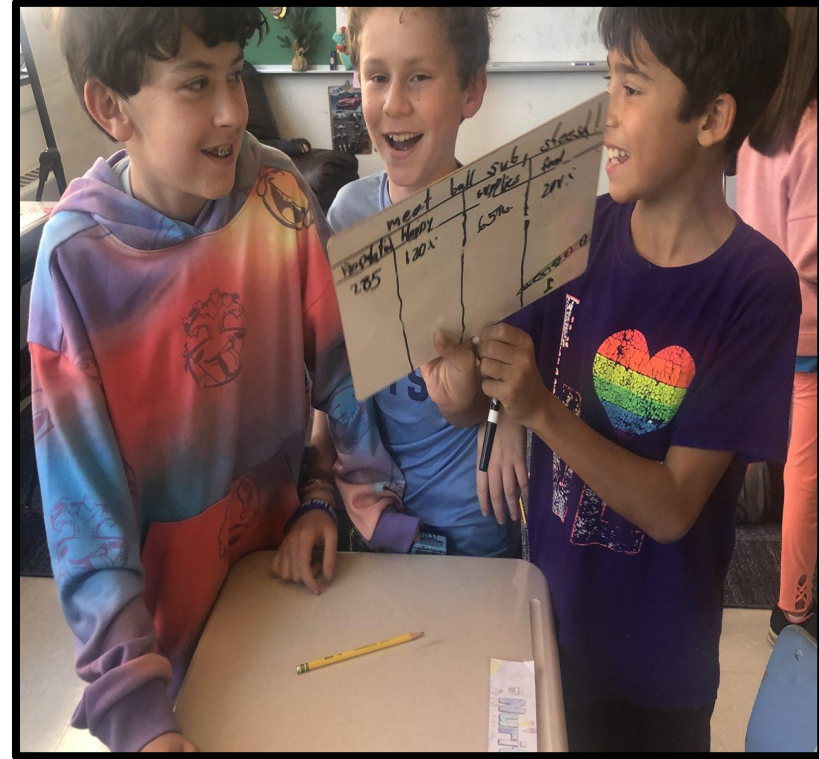
- Purpose of the Study
- Data Collection
- Results
- Working Group
- Outcomes

# Needs Assessment: Purpose

**Goal:** Conduct a comprehensive, in-depth analysis of current equitable literacy practices within the Brookline district.

**Product:** A detailed report of the data results and accompanying recommendations for improving literacy achievement for all students through a lens of equity and cultural responsiveness

**Outcome:** A roadmap, created by a team of PSB educators, that addresses recommendations prioritized by the District.



# Data Collection: 5 Key Levers

**Leadership:** Install systems and processes to support the implementation of a multi-tiered assessment and instructional framework.

**Tiered Instruction:** Use core, supplemental, and intervention literacy curricula in a multi-tiered instructional model at each grade level effectively and strategically.

**Professional Learning:** Collaborate through shared knowledge, skills, language, and collaboration among teachers based on the essential components of literacy and evidence-based instructional practices.

**Assessment:** Construct an assessment system and process for using measures of student performance to inform decisions at the district, school, grade, classroom, and individual student levels.

**Family Engagement:** Employ an asset-based family engagement model to support student academic growth at both school and home.

# Data Collection: January - March

## Focus Groups

### Interview

- Conducted in role groups- Literacy Coach/Specialists, MS ELA Teacher etc.
- Measures state of literacy model focusing on identifying strengths and goals across 5 key areas; Leadership, Tiered Instruction, PD, Assessment, Family Engagement
- Systemwide

## Inventories

### Program Inventory

- Administered to all teachers who engage in reading and writing
- Instructional materials being used

### Assessment Inventories

- Tools used to assess student progress

### Professional Learning History

- PD offered to teachers specific to ELA and Literacy

## Classroom Walkthroughs

### Walkthroughs

- Provided data that represents the current literacy model in action across classrooms.



# Interview Data: Elementary 340 Participants

## Strengths

- Use of Foundations and Heggerty for foundational skills
- Administration of mCLASS DIBELS
- Support of School Administration for Literacy instruction
- Availability of resources
- Interaction among students
- Team collaboration

## Noteworthy Perceptions:

- No vertical alignment
- Although there are a lot of materials there is no clear direction on alignment of the resources
- There were not enough comments regarding PD to determine positive trends.
- Educators need a better understanding of how to use data to drive instruction

## Needs

- High Administrative Turnover
- Inconsistent scheduling practices
- Alignment and communication between Central Office and Schools
- Lack of vision especially for ELs
- Literacy materials not aligned with best practice
- Differentiation of instruction
- Sustained/embedded Professional Development
- Effective use of data
- Accurately report to caregivers regarding student progress



# Interview Data: High School 40 Participants

## Strengths

- Access to resources/materials
- Culture/love of reading through student choice
- Authentic reading and writing
- Team collaboration

## Needs

- Limited support staff
- Differentiation for diverse needs
- Time for collaboration with EL staff
- Variation in what gets taught between classes

## Noteworthy Perceptions:

- Concern about class size
- Educators expressed a need for support staff in literacy and multilingual learners
- Consider a deeper dive into co-taught model in respect to IEPs



# Roadmap Surveys- 774 Participants

Each item was rated on a Likert Scale:

- Always in place
- Sometimes in place
- Rarely in place
- Not in place
- Unknown

Participants: Any educator who engaged with literacy skills

<ul style="list-style-type: none"><li>● K-5 Classroom</li><li>● Librarians</li><li>● 6-12 Science</li></ul>	<ul style="list-style-type: none"><li>● 6-12 ELA</li><li>● EL</li><li>● Literacy Specialists</li></ul>	<ul style="list-style-type: none"><li>● 6-12 Social Studies</li><li>● Special Education</li><li>● Coaches</li></ul>
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# Roadmap Data: Elementary

## Sometimes in Place:

- Clearly articulated literacy goals
- Sufficient time for instruction
- Tier 1 small group instruction is differentiated to meet the needs of students
- Instructional materials exist for a range of reading abilities
- Tier 2 and Tier 3 small group intervention is differentiated
- Tier 2/3 materials are evidence-based
- Evidence-based literacy assessments are identified and used with students for specific purposes.

## Rarely in Place:

- Regular monitoring of the literacy plan and review of tasks by leaders
- Training and implementation of fidelity at all tiers
- Ongoing PD
- Unaligned time allotments and scheduling
- Time to collaborate
- Coaches or designees providing embedded professional support
- Staff meet to support the data-driven decision-making process and monitor the percentage of students in each of the 3 tiers of instruction at least one time/grading period

## Noteworthy Perceptions:

- It is unknown to staff if leadership team meets to review the timeline and accomplish tasks related to the literacy plan



# Roadmap Data: Secondary

## Sometimes in Place

- ELA Dept Meetings that drive literacy goals
- All teachers integrate content area literacy instruction into their courses
- Instructional reading materials exist for a range of reading purposes
- Staff apply learning from PL in instruction.
- PL is offered regularly, ideally monthly
- Administrators participate in and support professional learning

## Noteworthy Perceptions

- The comprehensive assessment framework is regularly reviewed and adjusted, an assessment data management system encompassing all relevant assessment data is used to facilitate decision-making and data is collected and entered consistently, accurately, and in a timely manner within and across grade levels was marked as Unknown by 38% or respondents.

## Rarely in Place

- Work around communicating, monitoring and reviewing tasks in the literacy initiative
- Training, monitoring of intervention for fidelity of implementation
- Use of collaborative planning time to coordinate intervention plans
- Lack of on-going PD
- PL is aligned to data and learning priorities outlined in the literacy plan
- Coaches, or their designees, support staff in understanding the content knowledge required to teach literacy
- An effective and actionable transition plan for literacy support exists for all students moving from middle to high school

# Classroom Walkthroughs: 128 K-8 Classrooms

## Observations

- The classrooms include space for whole and small group/differentiated instruction.
- The classrooms have supporting visuals (anchor charts, vocabulary posted, images for building background knowledge).
- The teachers communicate mutual respect in interactions with all students.
- The teachers provide in-the-moment specific feedback to students.

## Noteworthy Perceptions

- Instructional pacing matches lesson objectives
- There was limited direct instruction and small group teacher led instruction.
- Observations in K-1 had evidence of explicit instruction in word study.
- High expectations throughout classrooms were noted.
- Differentiation or scaffolding of content/materials was rarely, if ever, observed.
- Teacher and student interaction primarily consisted of Teacher Talk and Teacher-led questions and answers. There was limited turn and talk or discussion among students.

## For Further Investigation and Analysis

- Teachers provide intentional scaffolds, materials and/or supports to address diverse student needs.
- Teacher scaffolds question types to build critical thinking skills (literal, inferential, and critical thinking questions).
- The students advocate for themselves to support their own learning.
- Classroom texts match the instructional purpose identified for the lesson in progress.

# Classroom Walkthroughs: 20 Secondary Classrooms

## Observations

- Teachers communicate mutual respect in interactions with all students.
- Objectives/learning targets for the lesson is/are clear and/or articulated.
- Teachers communicate high standards for student work, effort, and behavior.

## For Further Investigation and Analysis

- Teachers consistently reinforce the expectation that all students can meet the standards.
- Students use comprehension strategies to access content from text.
- Teachers provide intentional scaffolds, materials and/or supports to address diverse student needs.
- Teachers consistently reinforce the expectation that all students can meet the standards.

## Noteworthy Perceptions

- There was evidence of teachers being well-prepared and having done cognitive planning
- The use of high-level vocabulary and expectations were observed.
- There are limited anchors or references on the walls that students could use for learning.
- Students had hard copies of texts and handouts and were often taking notes and annotating using pen and paper.
- There seemed to be a nice mix of use of classic texts and more modern literature.
- The most noted student-teacher interactions were Teacher Talk, 1:1 with Teacher and Teacher Led Q&A, as well as students working independently; there were missed opportunities for students to engage in collaborative dialogue.

# Next Steps: District Literacy Leadership Team

## District Literacy Leadership Team:

### Teachers:

- Classroom
- Middle School and High School ELA
- Special Educators
- English Language
- District Literacy Team

### Administrators:

- School
- District

### Community Members:

- Parents/Caregivers

### Charge:

Triangulate data to identify celebrations and needs  
Narrow the recommendations provided by Hill  
Ensure the recommendations align with the Strategic Plan  
Create a roadmap to execute the recommendations



# Recommendations:

## Leadership

- Create a distributed leadership team that draws on staff expertise and implementation strengths and challenges to oversee the literacy initiative.
- Identify key roles and responsibilities for implementing and reviewing literacy plan goals. Assign responsibilities and review support needs often.
- **Review master schedules across the district to distribute and allocate instructional time and equitable access for core, supplementation, and intensive instruction across schools and ensure that adequate time has been allocated for literacy instruction and student learning.**

## Tiered Instruction

- **Develop and refine the District MTSS model that includes clearly defining curriculums for Tiers 1, 2, and 3 including training of these programs and supports.**
- **Facilitate a comprehensive core program review process that engages all staff in the process utilizing a review tool that creates a common lens for reviewers.**

## Professional Learning

- Use a district team to create a PD plan where teachers have adequate time to meet and work on analyzing data and evidence-based practices to improve student proficiency in literacy.
- **Create a professional learning calendar for the school year with clear goals and outcomes that support a continuous learning cycle.**



# Recommendations:

## Assessment

- Disseminate and communicate the assessment framework to all schools and develop a plan for data collection across the district that includes timelines and responsible personnel.
- **The district leadership team should review the assessment inventory results, determine which are valid and reliable, map onto a framework to identify gaps and redundancies and build a district comprehensive assessment framework.**
- Establish a system and protocols for all instructors of literacy to use assessment data in providing all students with an instructional focus, assigning differentiated plans, and measuring the effectiveness of instruction at least 4-5x per year.

## Engagement

- **Review existing home-school communication systems and feedback loops, to ensure that families are receiving useful, informative and actionable information on their child's literacy achievement to enable a home-school partnership.**
- **Use a district team to plan and create a calendar with regular events with translators to connect with families and/or community stakeholders.**
- Communicate to families the vision, mission, and literacy plan for student literacy achievement through various methods.



# Questions:

