

Literacy Support Presentation to School Committee



Budget Presentation

Purpose

- ✓ Educate School Committee and public on key areas of PSB including programs, services, and departments
- ✓ Presentations typically will include a combination of background information about area, and also costs, cost drivers, staffing, and challenges
- ✓ Presentations on areas requested by School Committee, ongoing public interest, and those identified by Superintendent

Intention is to provide a level of transparency and detail not typically provided about programming and costs



Budget Presentation

Purpose

- ✓ Educate School Committee and public on Literacy Support Program

General Description

The PSB Literacy Support Program includes:

- Literacy intervention for students in grades K-8
 - School year and summer supports
- Literacy coaching and professional development for K-8 teachers



Literacy in PSB: Values and Goals

- **A Design for Responsive Literacy Teaching**
 - Teaching and learning about reading, writing, thinking, and talking
 - Use of assessments to inform instruction
 - Attention to each child as a unique reader and writer
- **Spiraling, Standards-Based ELA/Literacy Curriculum**
 - Anchor units of instruction in reading, writing, and language/word study
 - Texts that are culturally responsive and accessible for all students
- **Culture of Ongoing, Collaborative Professional Learning and Growth**
 - Coaching and professional development at all schools
 - A shared process for reflection and goal setting
- **Systematic Plan of Multiple Pathways for Literacy Learning**
 - Intervention (in Tiers 1, 2 and 3) and progress monitoring



Understanding Intervention and Support for Students

- Essential support for students striving to learn literacy skills
- Differentiated small group or individual instruction
- Models include pull-out and push-in
- Classroom teachers identify potential candidates using a variety of assessment and instructional information (BAS, classroom observations, conferring notes, writing, etc.)
- Students are selected during grade level meetings with classroom teachers, special educators, EL teachers and literacy specialists



Program Structure: Literacy Intervention

Model	K-2	3-8
Small group instruction within the general education classroom (provided by classroom teacher and/or interventionist)	30 min X 2/3 days per week	30 min X 2/3 days per week
Leveled Literacy Intervention	30 min x 5 days/ week	45 min x 4 days/ week
Small group instruction (comprehension, phonics, writing, etc.) (provided by classroom teacher and/or interventionist)	20-30 min x 2-3 days/ week	30-45 x 2-3 days/ week
Reading Recovery (1st grade)	30 min x 5 days/ week	N/A
1-to-1 instruction (comprehension, phonics, writing, etc.) (provided by classroom teacher and/or interventionist)	20-30 min x 2-3 days/ week	30-45 x 2-3 days/ week



Program Structure: Summer Literacy Intervention



Model	Grades 1-4	Grades 5-6
Small classroom instruction	20 days 3.5 hours a day	20 days 3.5 hours a day
Max 11 students/ 1 teacher	142 students 13 teachers Director & Asst. Director/ Interventionist	51 students 5 teachers Director



Understanding Literacy Coaching

- **Teaching**
 - Coaches are teachers, modeling research-based practices every day
 - Coaches support curricular and pedagogical continuity K-8
- **Coaching**
 - Coaching is responsive- individualized learning and support for teachers
 - Coaching is reflective- providing regular time and space for reflecting on the impact of instruction and planning targeted instruction
- **Professional Learning**
 - Coaches are trained to provide powerful learning opportunities for adults, expanding teachers' understandings in a variety of ways
 - Coaches create opportunities to collaborate with colleagues within and across grade levels
- **Literacy Leadership**
 - Coaches help craft a collaborative vision that honors the teachers expertise and provides crucial information for new teachers
 - Coaches work between, among, across classrooms, grade levels, clusters, buildings, district to create focus and coherence

*“The goal is to raise the achievement of students.
The path requires professional development, coaching, and a clear vision.”*



Program Structure: Literacy Coaching



Elements of the Model	Structure	Frequency
Coaching Cycle	<ul style="list-style-type: none">- Pre-Observation-Post Meetings- Planning Conversations- Literacy Learning Labs	<ul style="list-style-type: none">- Once every 3 weeks
Professional Learning	<ul style="list-style-type: none">- Professional Development Course of Study- Literacy Learning Labs- Grade Level/Team Conversations	<ul style="list-style-type: none">- Release time- Agreed upon collaboration time
Co-teaching Residencies	Shared instructional experience to explore and support curriculum & instruction	<ul style="list-style-type: none">- Determined by teacher and coach (full year, semester, unit, class period, etc.)



FTE

Number of FTE (including coordinator):

Student Support & Intervention : 21.2

Coaching: 11.8

Coordinator: 1.0

Number of Shared FTE:

Intervention: 2 FTE between 3 buildings

Coaching: 1 FTE between 2 buildings



Position Distribution: Intervention & Coaching

School	Enrollment <i>As of 10/1/19</i>	Sections per Grade	FTE Intervention	FTE Coaching
Baker	750	4	3.0	1.0 (3-8)
CCS	888	5	3.6	2.0 (K-2; 3-8)
Driscoll	600	3	2.1	.9 (3-8)
Heath	525	3	1.9	1.7 (K-2; 3-8)
Lawrence	679	4	2.6	2.0 (K-2; 3-8)
Lincoln	576	3	3.3	2.0 (K-2; 3-5)
Pierce	842	5	3.0	1.0 (K-2)
Runkle	582	3	1.7	1.2 (3-5; 6-8)



Benefits & Challenges

Coaching

Benefits:

- Promotes joyful literacy experiences and excitement around instruction and curriculum
- Staff members feel supported in teaching
- Building-based instructional/curricular resource
- Increased teacher collaboration leads to more cohesive experiences for students
- Increasingly equitable teaching and learning across the district
- Non-evaluative conversations build a larger repertoire of teaching moves
- Common language

Challenges:

- Staggered, ongoing roll-out (8+ years) impedes optimal support for students and teachers
- Finding adequate, consistent time and structures to support coaching and professional learning

Intervention

Benefits:

- RTI approach: students well-supported in general education setting
- Research-based and research-tested approaches to intervention
- All student growth is monitored over time; supports are provided at critical junctures
- Collaborative conversations about the whole child among all service providers
- Common language and practices between classroom teachers and interventionists

Challenges:

- Unequal distribution of literacy staff
- Need for increased opportunities to provide other supports (more RR, etc.)
- Need for better articulation between Special Education services and literacy intervention

