



Supporting Our Students' Success

Committee on Learning
May 2024

*Ensuring Coherent Programming through Collaboration,
Communication and Careful Planning*

Guiding Our Work

Tonight's conversation emphasizes the district's priorities:

- Student Support
- High Quality Teaching and Learning
- Future-Focused Programming

Tonight's Topics

For Approval:

- Curriculum Development

For Your Information:


- Multi-Tiered Systems of Support
- Science of Reading Update




Curriculum Approval

For Your Approval

- Computer Science 1
- Computer Science II
- Communication Arts I
- Communication Arts I
- General Music 6
- General Music 7
- General Music 8
- Introduction to Acting
- Introduction to Digital Media



Supporting Student Success
Multi-Tiered Systems of Support



Presentation

Supporting Student Success

Through

Multi-Tiered Systems of Support

Science of Reading Update

23-24 Goals

1

K to 3 teachers will be able to speak to the progression of phonics skills and how to support students.

2

We will see a significant decrease in the number of students that require tier 2 and 3 instruction in phonics. The decrease will be more significant in each proceeding.

3

We will have a clearly defined continuum of multi-tiered systems of support including goals for students, benchmark assessments, progress monitoring, and aligned teacher language in the general education, SRBI and Special Education.

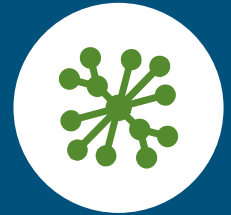
4

We will see an increase in parent involvement due to increased literacy based events in each location.

Goal 1

K to 3 teachers will be able to speak to the progression of phonics skills and how to support students.

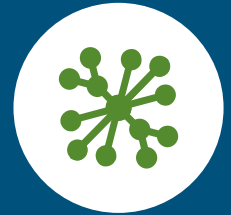
We are moving in the right direction!



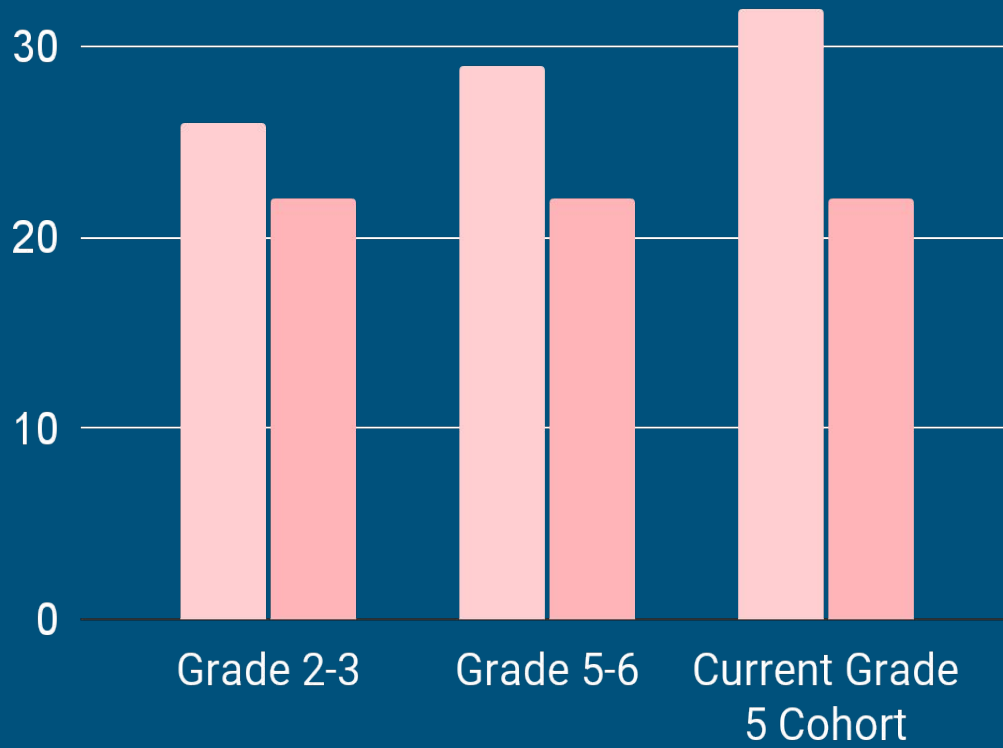
Goal 2

We will see a significant decrease in the number of students that require tier 2 and 3 instruction in phonics. The decrease will be more significant in each proceeding.

We are moving in the right direction!



Students Needing Tier 3



Grades 2-3



22-23: 26

23-24: 22

Grades 5-6



22-23: 29

23-24: 22

Current Grade 5 Cohort



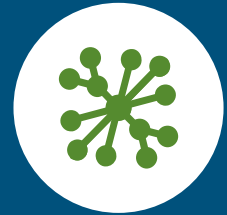
22-23: 32

23-24: 22

Goal 3

We will have a clearly defined continuum of multi-tiered systems of support including goals for students, benchmark assessments, progress monitoring, and aligned teacher language in the general education, SRBI and Special Education.

We are moving in the right direction!



Goal 4

We will see an increase in parent involvement due to increased literacy based events in each location.



Let's Glow Read a Book!



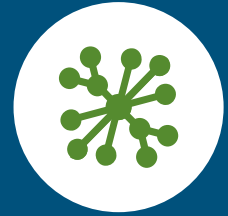
Next Steps



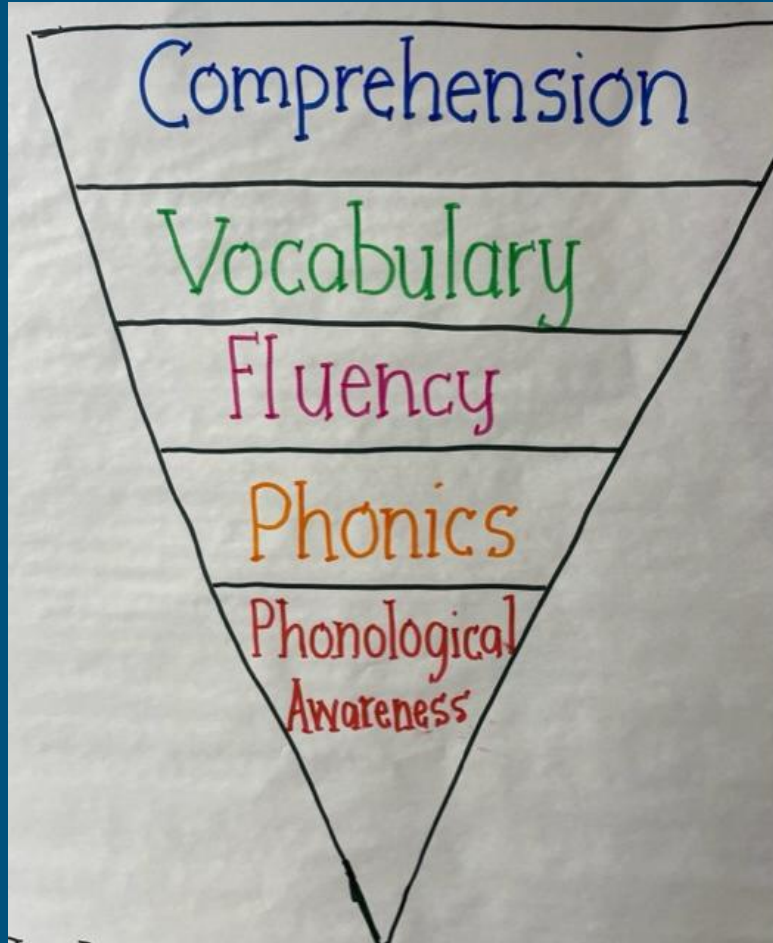
Goal 1

K to 3 teachers will be able to speak to the progression of phonics skills and how to support students.

1. Teachers k-5 will be able to speak to the progression of ELA skills, analyze student data to determine next steps, and describe how they will support students at various levels.
2. The EFFICACY of differentiated tier 1 instruction will improve as compared to previous years based on training, data analysis, and feedback and support of leadership.



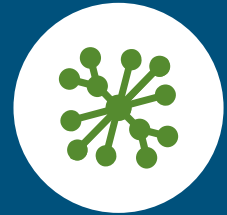
Literacy Barometer



Goal 2

We will see a significant decrease in the number of students that require tier 2 and 3 instruction in phonics. The decrease will be more significant in each proceeding.

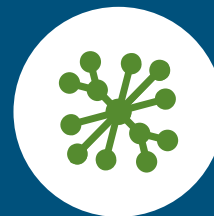
Keep the same :)





Goal 3

We will have a clearly defined continuum of multi-tiered systems of support including goals for students, benchmark assessments, progress monitoring, and aligned teacher language in the general education, SRBI and Special Education.



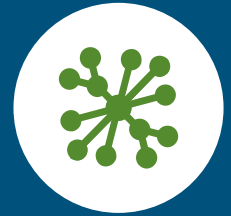
Keep the same!

Five year plan, continuous effective improvement



Goal 4

We will see an increase in parent involvement due to increased literacy based events in each location.



What should we add?



SOR 24-25 Goals

1

Teachers k-5 will be able to speak to the progression of ELA skills, analyze student data to determine next steps, and describe how they will support students at various levels.

2

The EFFICACY of differentiated tier 1 instruction will improve as compared to previous years based on training, data analysis, and feedback and support of leadership.

3

We will see a significant decrease in the number of students that require tier 2 and 3 instruction in phonics. The decrease will be more significant in each proceeding.

4

We will have a clearly defined continuum of multi-tiered systems of support including goals for students, benchmark assessments, progress monitoring, and aligned teacher language in the general education, SRBI and Special Education.

5

We will see an increase in parent involvement due to increased literacy based events in each location.

End of Year ELA Collaboration

- New group of leaders and teacher representatives
- We know we have to look at the reading component of our curriculum
- Learn about what good reading instruction looks like, what components are required, what teachers want to keep, stop, and change about current programming
- Teacher input to ensure we have comprehensive core curriculum.
- Leadership Masterclass



Questions

