

## Structured Literacy: Year 1 Implementation and Outcome Evaluation

**Recommendation 1: Continue to provide professional learning and support to improve the implementation of Structured Literacy.**

<b>Opinion</b>	<b>Responsive Action Plan (Provide Narrative Response)</b>	<b>Status of Responsive Action</b>	<b>Estimated Date of Full Implementation of Responsive Action</b>
Concur	<p>During the summer of 2023 all teachers engaged in professional learning aligned to the 5 Components of Reading. The workshops included Phonological Awareness in Grades 3–5, Kindergarten (K)–Grade 5 Fluency, K–Grade 5 Phonological Awareness, K–Grade 5 Science of Reading, K–Grade 5 Word Study, Language Objectives, and Vocabulary Development for Multilingual Learners.</p> <p>During the 2022–2023 school year, the elementary English Language Arts (ELA) team provided 10 Trainer of Trainers professional learning sessions that reading specialists could use to deliver learning to school staff.</p> <p>The elementary ELA team plans to offer continued professional learning for all school staff; administration and school leaders, teachers and paraeducators on Structured Literacy, data analysis and response, Multi-Tiered Systems of Support, effective collaborative planning, explicit instruction, small group instruction, writing, vocabulary and content knowledge.</p> <p>The elementary ELA team is engaging in a Request for Proposal for a new Structured Literacy curriculum and new Structured Literacy intervention programs.</p> <p>The elementary ELA team is offering more frequent and specialized school support in 2023–2024. This includes coaching the Reading Specialists, observing classrooms, leading Professional Learning,</p>	Partially Implemented	8/16/2024

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	<p>supporting collaborative planning, data meetings and core team meetings as appropriate.</p> <p>The implementation of professional learning will be ongoing due to the importance of providing teachers with ongoing learning to deepen their understanding.  </p>		
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**Recommendation 2: Identify explicit steps schools should take to support students who perform at the "Well Below" benchmark at the beginning of the year.**

<b>Opinion</b>	<b>Responsive Action Plan (Provide Narrative Response)</b>	<b>Status of Responsive Action</b>	<b>Estimated Date of Full Implementation of Responsive Action</b>
Concur	<p>Schools received guidance regarding the important and frequency in which to Progress Monitor all students performing Well Below on the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) assessment. As a best practice, teachers are expected to progress monitor every two weeks to ensure students are responding to Tier 1 and intervention instruction K – Grade 5.</p> <p>Guidance provided to schools on utilizing Dynamic Indicator of Basic Early Literacy Skills (DIBELS) for students in Grades 3–5 that received an Assigned Score 1 on Measure for Academic Progress-Reading (MAP-R).</p> <p>Opportunity provided for Grades 3–5 teachers to participate in the DIBELS training.</p> <p>Reading specialists trained to administer DIBELS.</p> <p>Elementary ELA has recommended each school work a “Focus Instructional Time” time into the master schedule to ensure there is time for needed intervention instruction and Progress Monitoring.</p> <p>Elementary ELA is engaging in a Request for Proposal for new evidence-based interventions that target the different components of reading and writing.</p>	Partially Implemented	8/30/2024

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	<p>Provide support and professional learning to teachers in Grades 3–5 to gather and analyze data in order to plan for explicit Tier 2 instruction to students who are performing well below.</p> <p>The elementary ELA team is collaborating with the Department of English Learners and Multilingual Education and Special Education teams to ensure appropriate interventions are implemented and monitored.</p> <p>Currently transitioning into a new database platform to monitor intervention data and information. Training on the use of the platform will be needed.  </p>		
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