



Report of the Superintendent Elementary Literacy Initiatives

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Purpose for Elementary Literacy Initiative

- ▶ Build a shared foundation across all elementary principals around the implementation of best literacy practices.
- ▶ Research-based decision making
- ▶ Focused and aligned professional development
- ▶ Share best practices and ideas across schools
- ▶ Develop expertise and capacity
- ▶ Maximize potential for leveraging literacy achievement gains across all schools

Balanced Literacy

- ▶ A curricular approach and methodology that integrates various modalities of literacy instruction aimed to guide students toward proficient and life long reading. This approach accommodates for differing teaching styles and student learning profiles.
- ▶ In a balanced literacy approach teachers integrate instruction with authentic reading and writing and experiences so that the students learn how to use literacy strategies and skills and have opportunities to apply what they are learning.
- ▶ Interactive, develops high level thinking, deepen comprehension through discourse through the integration of DOK and Bloom's high levels of inquiry and reasoning

Developing literacy capacities in schools through the development of principal networks and common experiences

- ▶ Tatnuck Magnet, Union Hill, Elm Park, Woodland, Heard, Midland
- ▶ Year 1 implementation- planning
- ▶ This professional learning across and with many schools will support a framework for writing using the Lucy Calkins units of study- a writing series that supports increased comprehension skills.
- ▶ All school leaders attended a “launch” conference on October 22nd
- ▶ What is this ? Curriculum in writing developed over 30 years at Teacher’s College
- ▶ *“Teach the writer not the writing”*- Lucy Calkins

Dr. Catherine Snow Initiative

- ▶ Schools included; Grafton Street, Canterbury and Rice Square Schools
- ▶ Grades K-2
- ▶ Building best literacy practice through science inquiry
- ▶ Science, ELA and Early Childhood Liason support
- ▶ Schools are identifying best practices for questioning, vocabulary and supporting children with their thinking, explaining and reasoning
- ▶ *“Reading comprehension is a complex topic. Predicting success in comprehension requires knowing about the reader, about the text being read, about the task being undertaken, and about the sociocultural context in which the reading is occurring.”- C. Snow*

SRSD- Self Regulated Strategy Development

- ▶ Participating Schools-Worcester Arts Magnet, Clark Street, Thorndyke, Burncoat Prep, McGrath, Lincoln Street, Norrback, Nelson Place, Burncoat Middle school, Burncoat High School
- ▶ Response to text/prompt
- ▶ Close reading
- ▶ Organizes the writing
- ▶ Self check systems
- ▶ SRSD is “ *a model for promoting higher level cognitive skills and self regulated use of cognitive strategies*”- Mastropieri and Scruggs

Fundations

- ▶ Used in 31/33 elementary schools in grades K-3
- ▶ Supports phonics and phonemic awareness skills
- ▶ Research-based system that has promoted student ability to read and decode
- ▶ Multisensory and systemic phonics, spelling, and handwriting program
- ▶ Unit assessments provide information regarding student progress and performance
- ▶ On-going coaching and professional development
- ▶ Empowers individual educators and schools to achieve for all students within their care

Reach- National Geographic Pilot

- ▶ Schools involved: Woodland and Goddard
- ▶ Rich, well designed curriculum
- ▶ On-going, embedded professional development for teachers and administrators
- ▶ High quality materials that are supported by research
- ▶ Provides a cohesive , aligned curriculum that specifically supports ELL and diverse learning styles
- ▶ REACH is a research-based program designed to provide active learning opportunities, scaffolded instruction and a flexible approach in service to quality instruction for all learners

Learning Platform Network DESE Grant

- ▶ Schools involved: Quinsigamond, Clark Street, Grafton Street, Lincoln Street, Goddard, Elm Park
- ▶ The model provides cross school common learning experiences tailored to problems of practice that exist among schools
- ▶ Promotes sharing of ideas, providing potential solutions, builds collaborative structures and community among participants
- ▶ Research For Better Teaching will provide on-going professional development in concert with WPS Office of Leadership and Instruction , SEL, SPED, and Curriculum and Professional Learning among grade level teams across all platform schools schools

Principal Supports

- ▶ Summer launch-book study *Read Write Lead*- Regie Routman
- ▶ Summer Institute- Guest Speaker- Dr. Catherine Snow
- ▶ PLAN - principal learning network- focused professional development and support
- ▶ Sharing Knowledge, expertise, resources, coaching, feedback
- ▶ Guest Speaker- Kim Marshall on 11/15
- ▶ Dr. Catherine snow returning on 12/15
- ▶ Bi-Monthly principal drop in sessions in the quadrant office

UNUM Literacy Grants

- ▶ Unum provided a unique opportunity for all of our elementary schools by providing \$21,000.00 in Strong Schools Grants. These grants were designed to focus on supporting teachers and teacher teams to think strategically and creatively about practices that would assist with literacy improvements. Many applications were submitted from most schools and the winners will be announced in person on 12/16 by UNUM representatives
- ▶ Over 65 teacher and teacher teams applied for literacy grants in grades K-3
- ▶ 1 teacher= \$500
- ▶ Groups of 2-\$1,000
- ▶ Groups of 3- 1,500
- ▶ We thank UNUM for their continuous and on-going support and partnership!

AVID Elementary Initiative

- ▶ Currently we have 8 AVID Elementary Schools-Chandler Magnet, City View, Columbus Park, Goddard, May Street, Nelson Place, Norrback and Quinsigamond in grades 4-6.
- ▶ These schools utilize this systematic, robust curriculum which provides guidance and support for all learners. These highly developed practices promote and foster strong organizational skills and use tools that maximize learning, create collaborative learning structures which include:
 - ▶ Listening, speaking, writing
 - ▶ Note-taking, critical thinking and study skills
 - ▶ Writing to learn, inquiry, and reading across all content areas
 - ▶ Self-advocacy skills and peer collaboration and reflection

Coaching Supports

- ▶ Managers for School Instruction and Leadership have provided many layers of coaching support.
- ▶ To date we have participated in 104 school site visits
- ▶ Participated in school based meetings
- ▶ Developed school-based action plans for improvement
- ▶ Met and set goals with all principals