



Mountain View
Whisman
School District

Early Literacy Update

September 7, 2023





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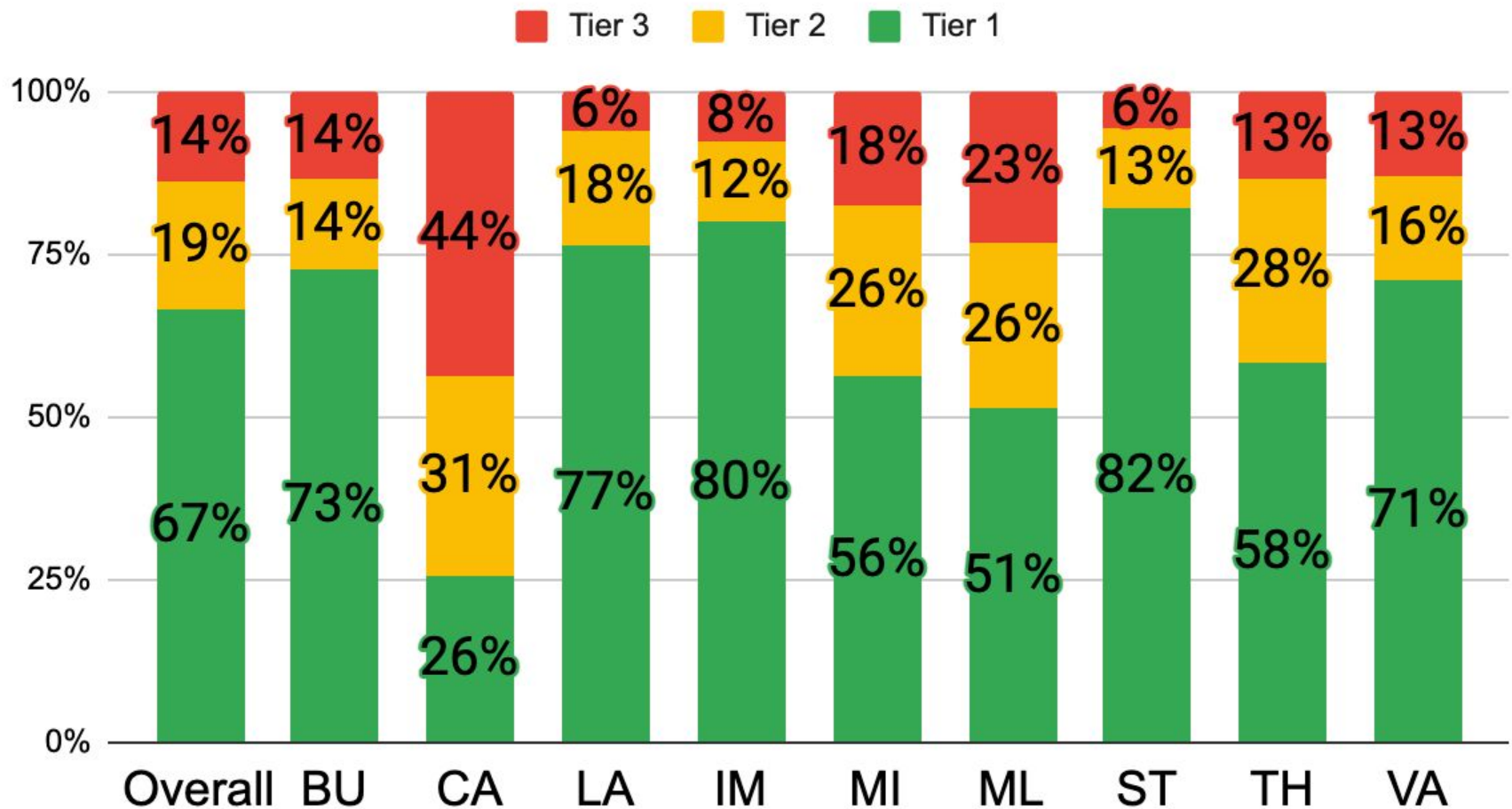
Alignment

Alignment to Strategic Plan 2027

- **Goal Area #1:** Effective and consistent instructional practices that meet the needs of all students

Why Early Literacy

Spring 2023 2nd Grade iReady Reading



Why Early Literacy

- Shift from learning to read to reading to learn from 2nd to 3rd grade
- By the end of last year:
 - 67% of 2nd graders were reading at grade level
 - 26% at Castro, 51% Monta Loma, 56% Mistral, 58% Theuerkauf
 - 14% of 2nd graders were reading at the Kindergarten level
 - 44% at Castro, 23% at Monta Loma, 18% Mistral
- Last year's 2nd graders spent the majority of Kindergarten in distance or hybrid learning

Formation of an Early Literacy Intervention Team

- 5 Reading Intervention Teachers and 5 Instructional Assistants
 - Teacher team: Amanda Clem/Cathy Patterson (job share), Brittany Thornton, Kristy Ju, Laura Gunshor, Vanessa Bui
 - IA team: Elaura Oshiro, Joanna Carrillo, Krista Beeson, Rosa Llanos, Sylvia Garcia Hernandez
- Supporting early learners in grades K-2 at CA, MI, ML, and TH through push in and pull out groups



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Work to Date

Early Literacy Team Professional Development

- Teacher team attended 30 hours of Institute for Multi-Sensory Education Orton Gillingham (IMSE OG) training
 - Structured, multisensory approach to foundational skills instruction
 - Systematic intervention materials
- Instructional assistants trained in multisensory strategies, phonological awareness and phonics development

Intervention Approach

- Data-driven tiered support
 - Follow our district's Universal Data Cycle calendar
 - Flexible groupings that adjust with each UDC
 - Data sources include iReady, reading difficulty screeners, early literacy assessments
- Systematic, multi-sensory approach for teaching, reteaching, practicing, and reinforcing foundational skills

Intervention Approach cont.

- Pull out intervention 4 times a week
 - Outside of core instruction
 - With reading intervention teacher and IA
 - 2 times during RTI
 - 2 times during ELA small group instruction
 - 9 week cycles
- Push in support
 - Weekly IA push in
 - 1st cycle for Kindergarten will be push in of reading intervention teacher and IA

Systematic and Structured Lessons

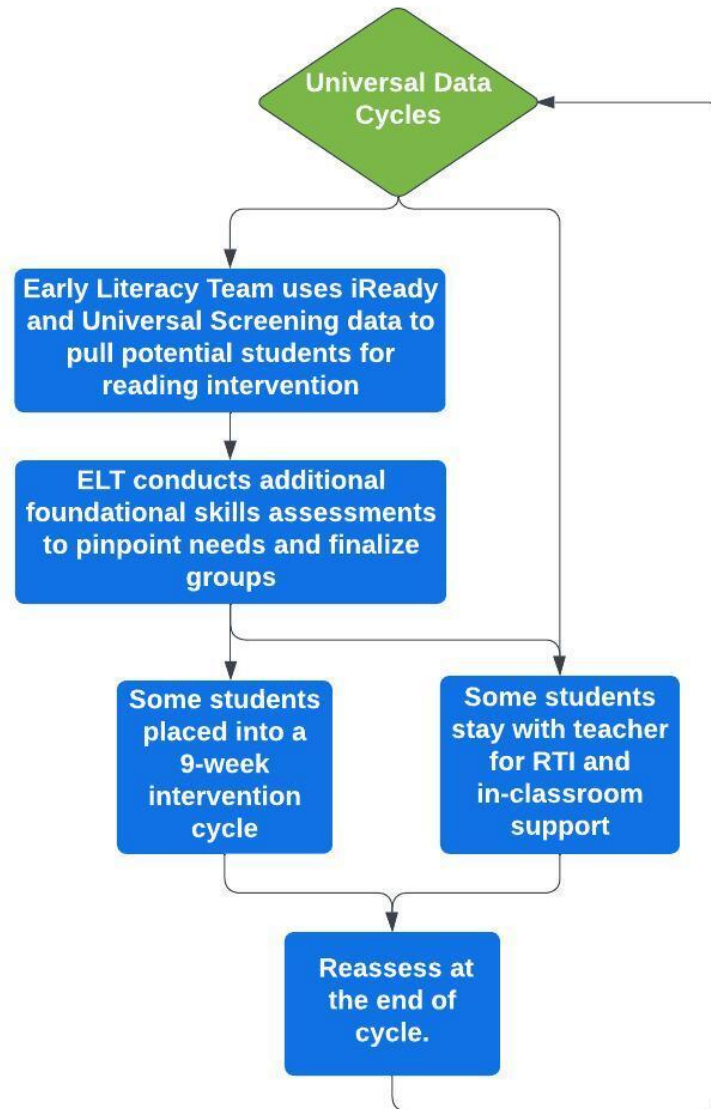
- Phonemic awareness
- Explicit teaching of new concepts
 - consonants, vowels, digraphs, vowel pairs, etc.
- Systematic review of learned concepts
- Red words (non phonetic words)
- Application
 - Dictation
 - Decodable Readers

Systematic and Structured Lessons

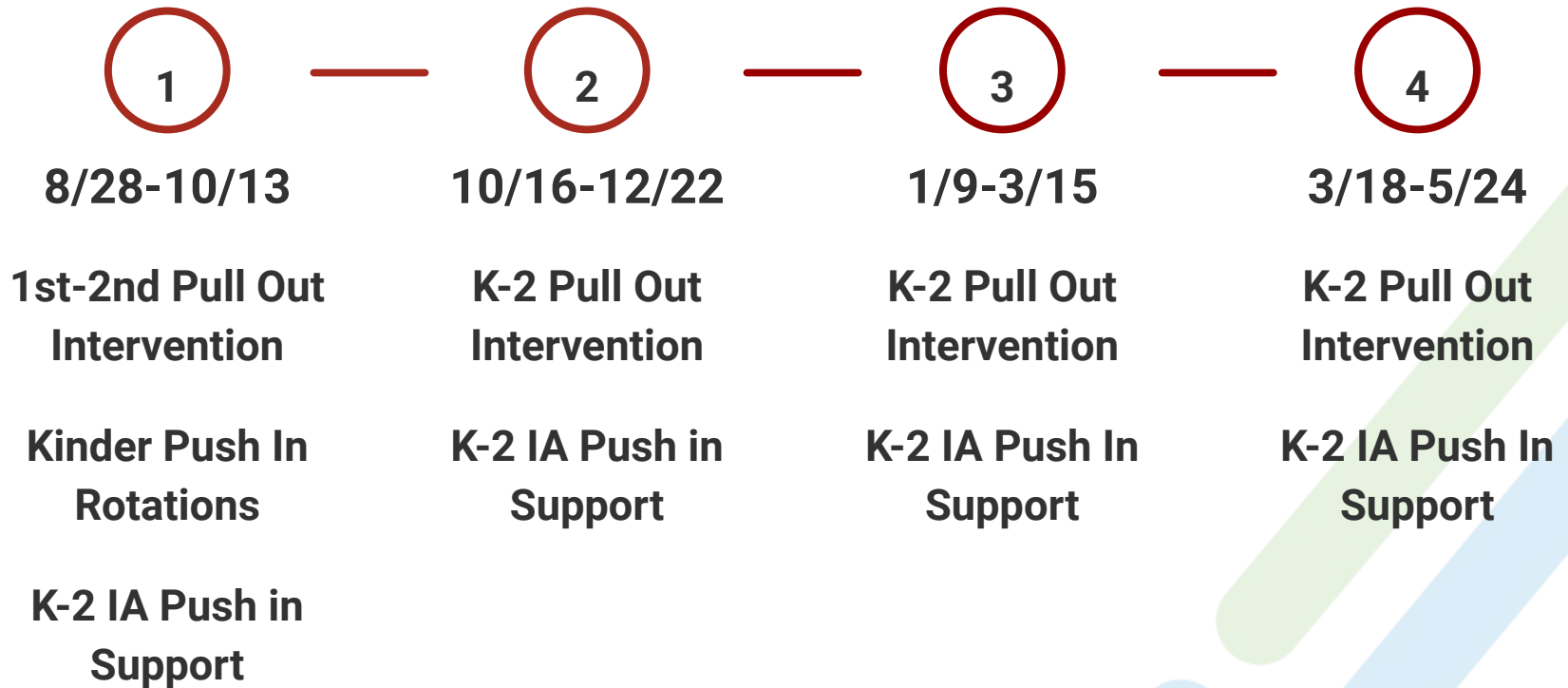
Sample Lesson Plan

	Teacher	IA
Day 1	Group A 3 Part Drill Teach the New Concept	Group B Decodable Reader Reinforcing Game/Activity
Day 2	Group B 3 Part Drill Teach the New Concept	Group A Phonemic Awareness Red Words
Day 3	Group A 3 Part Drill (shorter) Dictation Identify red/green words in Decodable Reader	Group B Phonemic Awareness Red Words
Day 4	Group B 3 Part Drill Dictation Identify red/green words in Decodable Reader	Group A Decodable Reader Reinforcing Game/Activity

Intervention Process



Intervention Cycles



Intervention Cycle #1

Castro	Kinder (27)	1st (37)	2nd (38)
Student Pre-Assessed	TBD	33 (89%)	35 (92%)
Students Receiving Intervention from Reading Interventionist	TBD	18 (49%)	18 (47%)
Students Receiving Intervention from Classroom Teacher	TBD	15 (41%)	17 (45%)
Mistral	Kinder (65)	1st (71)	2nd (64)
Student Pre-Assessed	TBD	54 (76%)	38 (59%)
Students Receiving Intervention from Reading Interventionist	TBD	24 (34%)	24 (38%)
Students Receiving Intervention from Classroom Teacher	TBD	30 (42%)	14 (22%)
Monta Loma	Kinder (32)	1st (32)	2nd (39)
Student Pre-Assessed	TBD	21 (66%)	24 (62%)
Students Receiving Intervention from Reading Interventionist	TBD	16 (50%)	16 (41%)
Students Receiving Intervention from Classroom Teacher	TBD	5 (16%)	8 (21%)
Theuerkauf	Kinder (47)	1st (40)	2nd (42)
Student Pre-Assessed	TBD	26 (65%)	18 (43%)
Students Receiving Intervention from Reading Interventionist	TBD	20 (50%)	16 (38%)
Students Receiving Intervention from Classroom Teacher	TBD	6 (15%)	2 (5%)



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Considerations

Reading Intervention Considerations

- Early Literacy Team has been put together to address the foundational skills needs of our most underperforming schools
- ELT will not be able to serve every student reading below grade level
- All schools will need to continue other interventions for early literacy in K-2 and reading support for grades 3-5



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Next Steps

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- ELT began first intervention cycle on 8/28 with grades K-2
- ELT will monitor progress and regroup students prior to second intervention cycle on 10/16
- ELT will collaborate with sites through the MTSS process
- Will provide an update at the 1/25 Board Meeting