



Mountain View  
Whisman  
School District

# Early Literacy Update

June 13, 2024





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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

# Early Literacy Team

- Supported foundational reading skills development through:
  - Reading intervention
  - Professional development
  - Family education and engagement
- Supported the shift to structured literacy and the Science of Reading through:
  - Collaboration with principal and coach teams
  - Professional development for leaders and teachers
  - Family Literacy Nights



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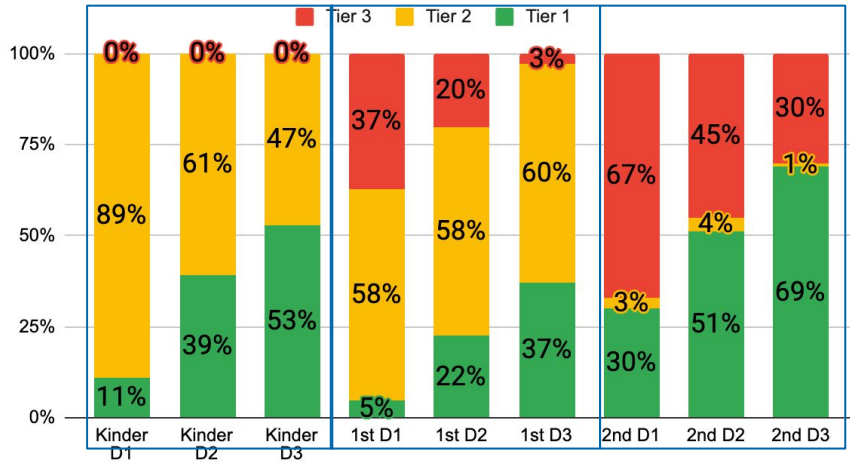
# Reading Intervention Work to Date

# Reading Intervention Approach

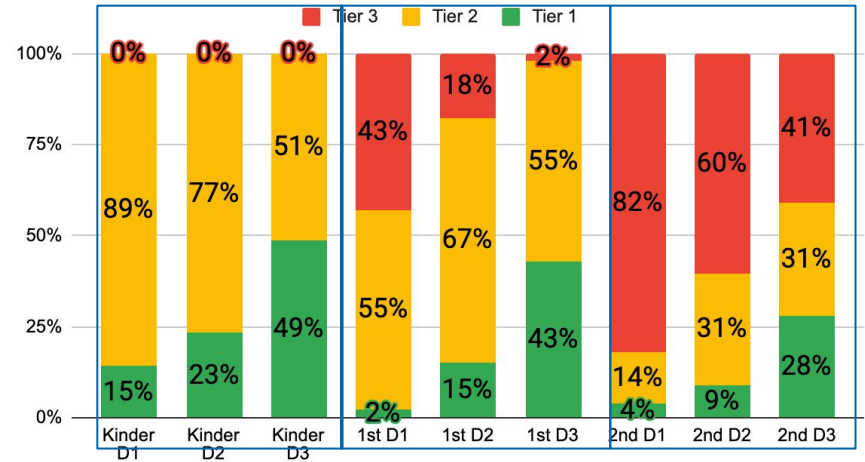
- Data-driven tiered support
  - Flexible groupings that adjusted with each Universal Data Cycle
  - Data sources included iReady, reading difficulty screeners, and early literacy assessments
- Systematic, evidence-based multimodal approach for teaching, reteaching, practicing, and reinforcing foundational skills

# Reading Intervention iReady Data (CA, MI, ML, TH)

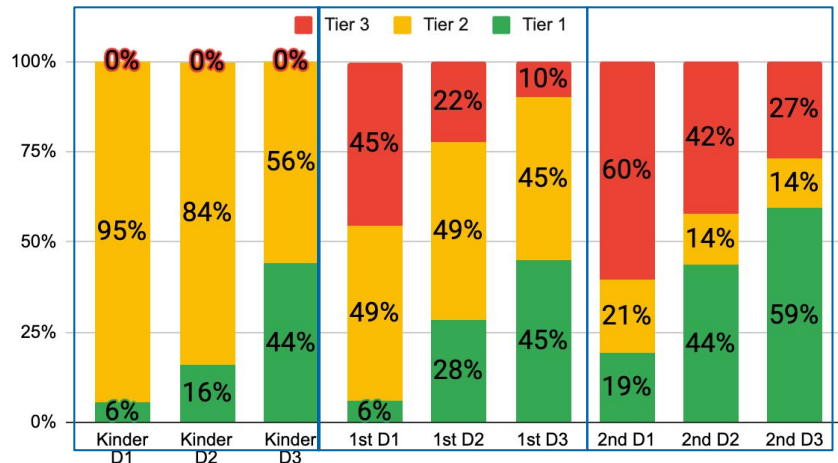
## Phonological Awareness



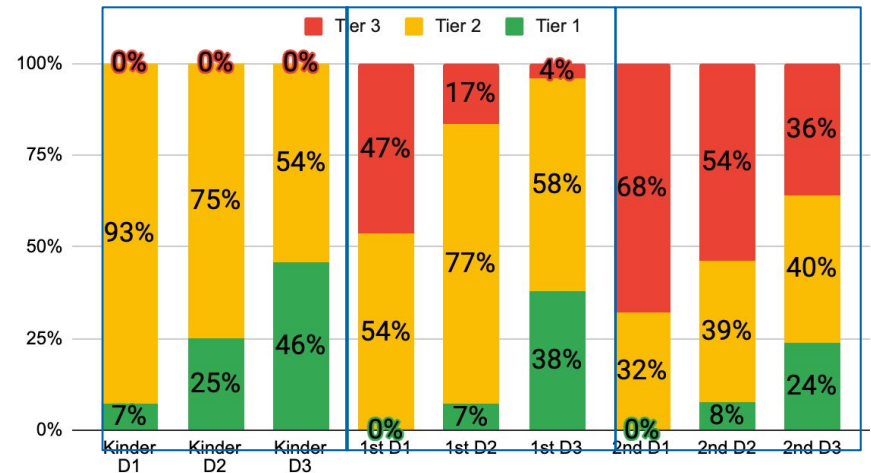
## Phonics



## High Frequency Words



## iReady Overall



# Reading Intervention Students (CA, MI, ML, TH)

	Kinder	1st	2nd
<b># of students flagged for reading difficulty (Winter dyslexia screener)</b>	27	44	72
<b># of students who have received reading intervention from RI teacher</b>	72	95	83
<b>% of students who have received RI from RI teacher*</b>	39%	54%	49%
<b># of students who have exited RI</b>	34	25	18
<b>English Learners</b>	50	66	58
<b>Hispanic/Latino</b>	57	75	67
<b>Socioeconomically disadvantaged</b>	46	66	42
<b>Students with disabilities</b>	9	14	21

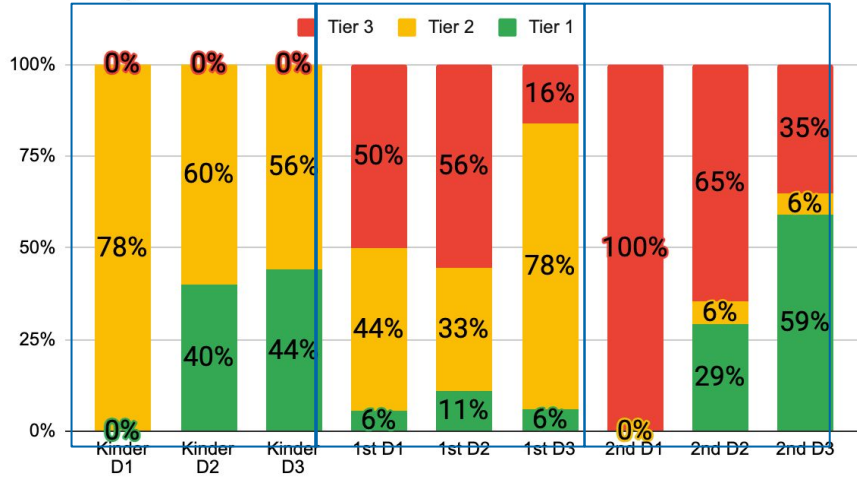
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\*The remainder of the students receive intervention or enrichment from their classroom teacher during the RI block.

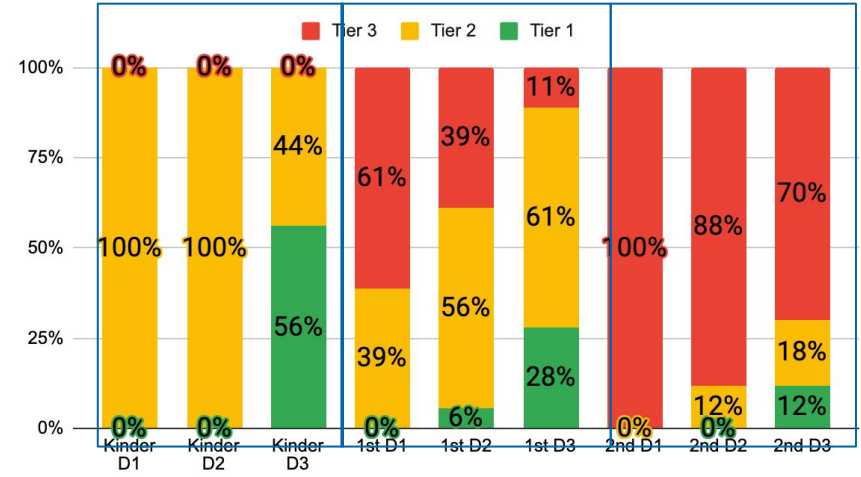


# Castro Reading Intervention iReady Data

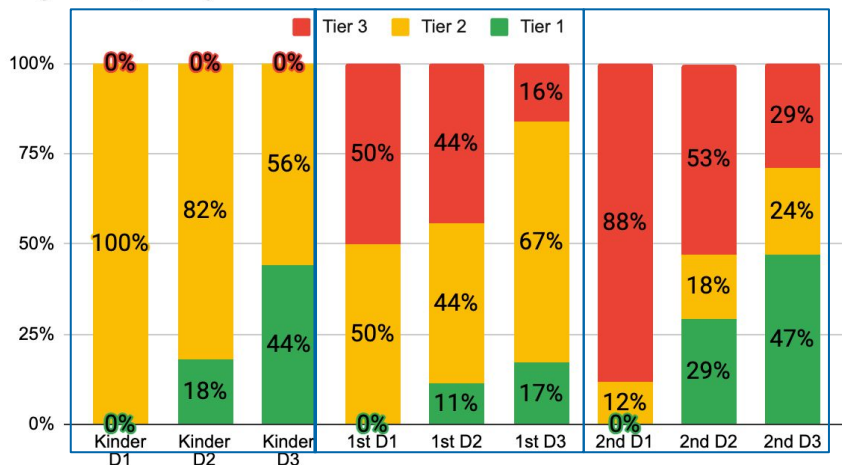
Phonological Awareness



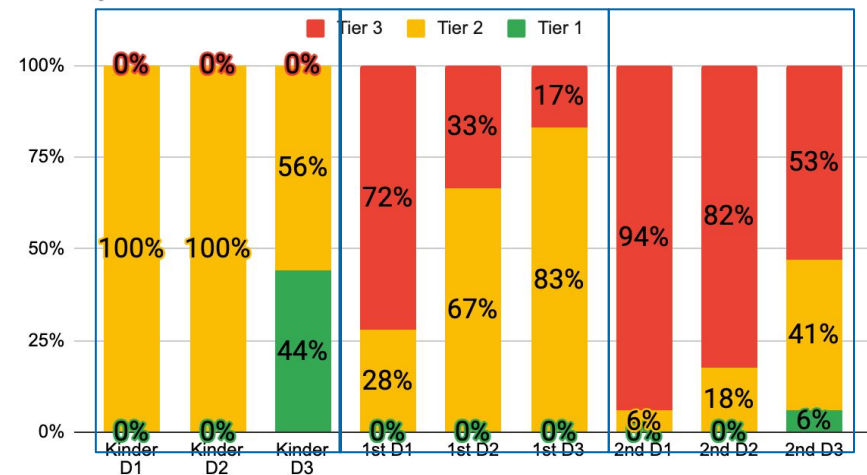
Phonics



High Frequency Words



iReady Overall



# Castro Reading Intervention Students

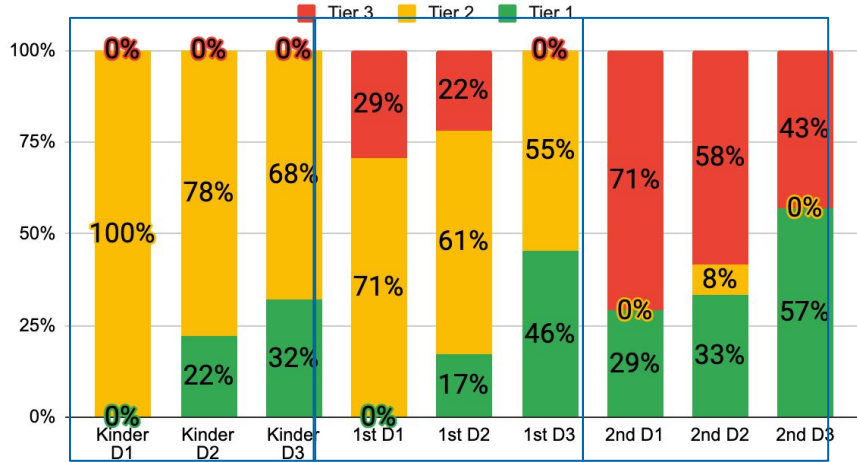
	Kinder	1st	2nd
<b># of students flagged for reading difficulty (Winter dyslexia screener)</b>	3	18	22
<b># of students who have received reading intervention from RI teacher</b>	12	18	18
<b>% of students who have received RI from RI teacher*</b>	40%	50%	47%
<b># of students who have exited RI</b>	6	5	4
<b>English Learners</b>	12	16	16
<b>Hispanic/Latino</b>	11	18	16
<b>Socioeconomically disadvantaged</b>	11	15	16
<b>Students with disabilities</b>	0	4	4

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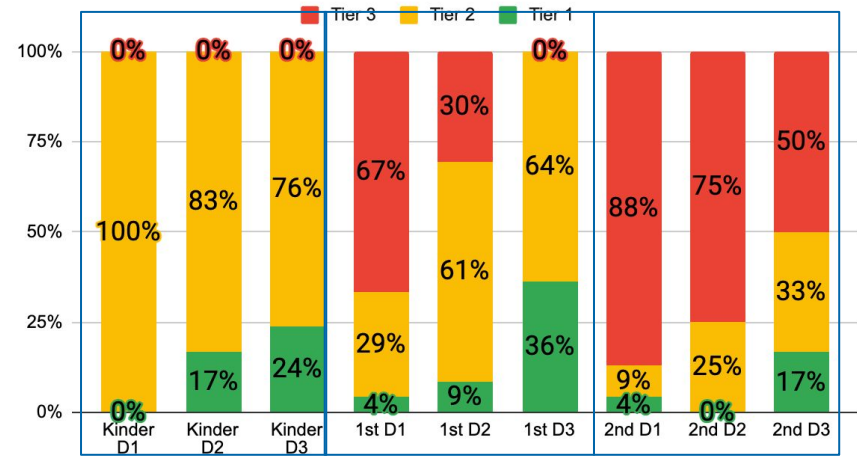
\*The remainder of the students receive intervention or enrichment from their classroom teacher during the RI block.

# Mistral Reading Intervention iReady Data

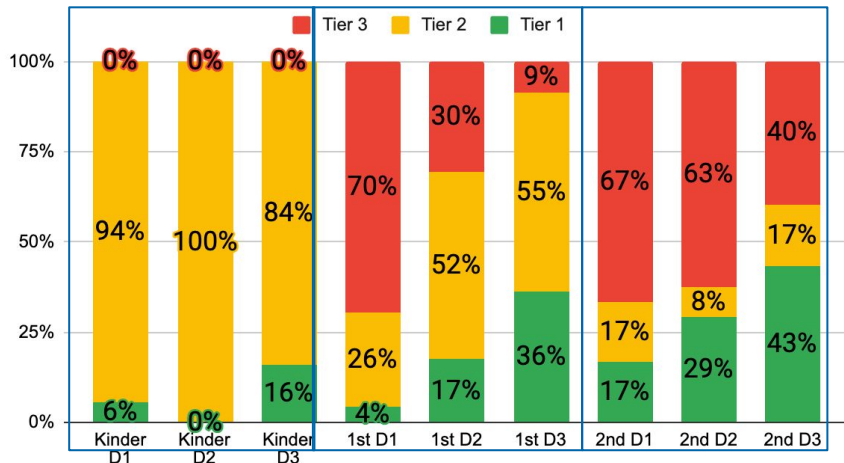
Phonological Awareness



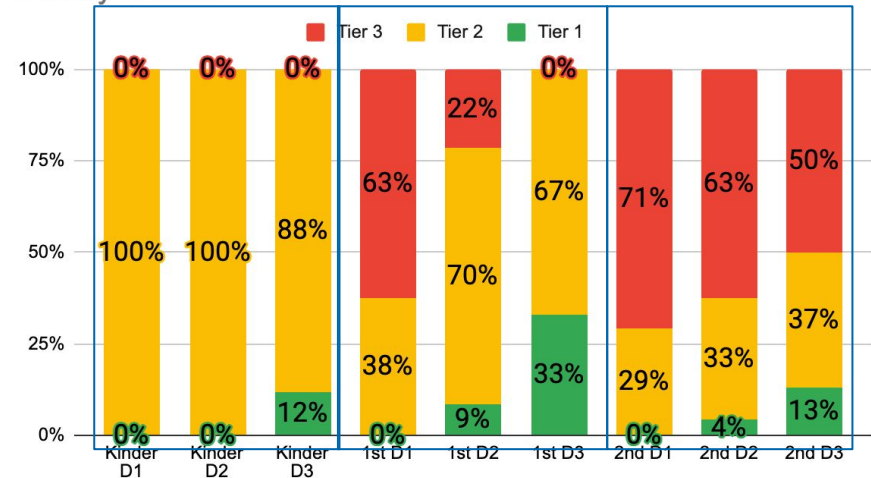
Phonics



High Frequency Words



iReady Overall



# Mistral Reading Intervention Students

	Kinder	1st	2nd
<b># of students flagged for reading difficulty (Winter dyslexia screener)</b>	19	15	27
<b># of students who have received reading intervention from RI teacher</b>	25	34	30
<b>% of students who have received RI from RI teacher*</b>	36%	51%	47%
<b># of students who have exited RI</b>	8	9	6
<b>English Learners</b>	24	29	25
<b>Hispanic/Latino</b>	25	29	21
<b>Socioeconomically disadvantaged</b>	21	23	24
<b>Students with disabilities</b>	6	3	9

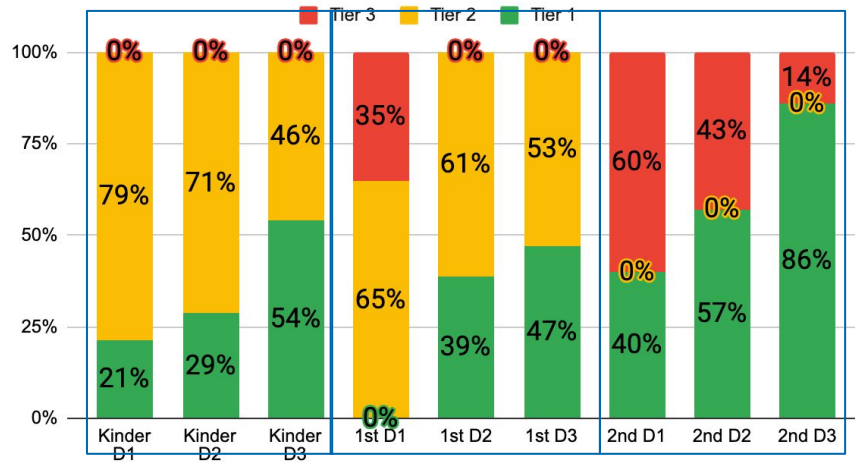
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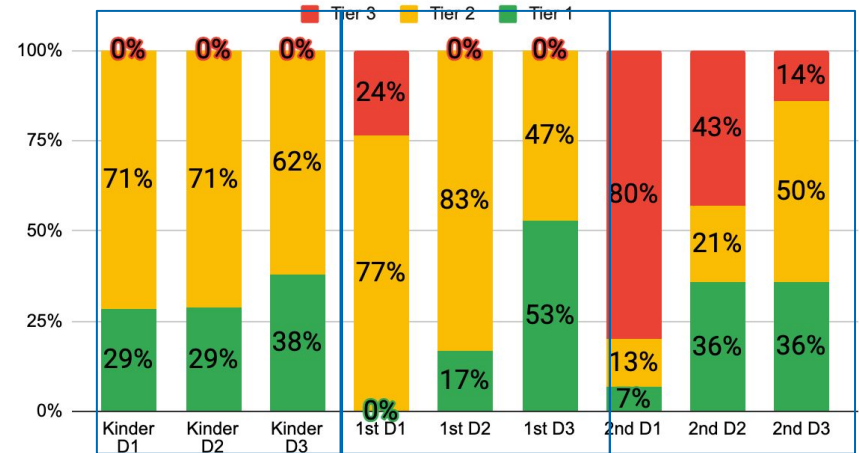
\*The remainder of the students receive intervention or enrichment from their classroom teacher during the RI block.

# Monta Loma Reading Intervention iReady Data

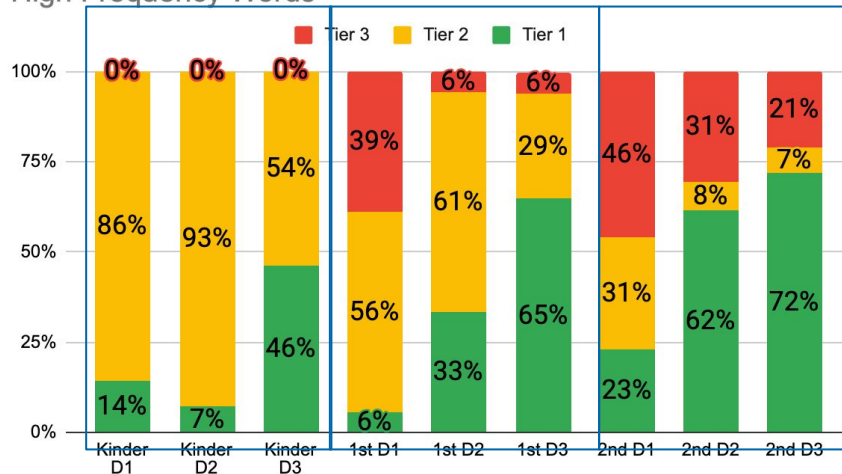
## Phonological Awareness



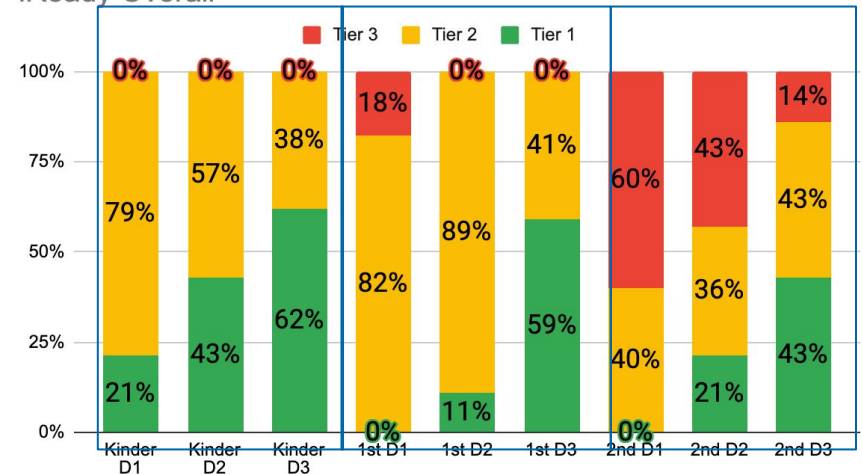
## Phonics



## High Frequency Words



## iReady Overall



# Monta Loma Reading Intervention Students

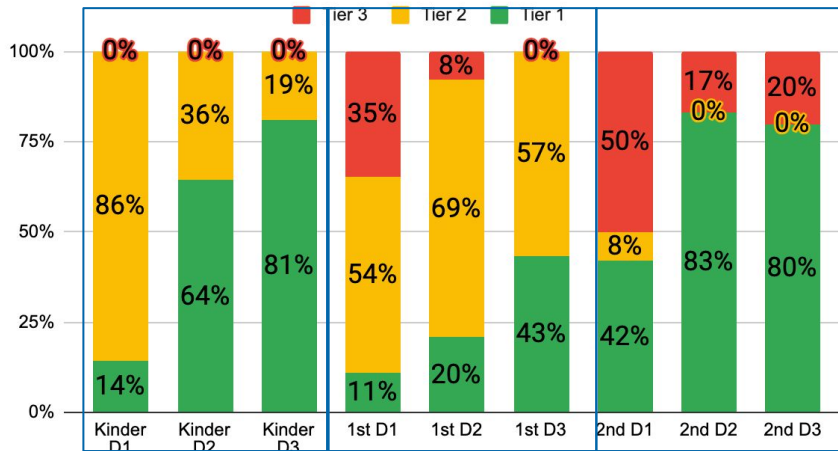
	Kinder	1st	2nd
<b># of students flagged for reading difficulty (Winter dyslexia screener)</b>	1	4	10
<b># of students who have received reading intervention from RI teacher</b>	14	21	15
<b>% of students who have received RI from RI teacher*</b>	39%	58%	43%
<b># of students who have exited RI</b>	11	4	5
<b>English Learners</b>	5	8	5
<b>Hispanic/Latino</b>	9	11	11
<b>Socioeconomically disadvantaged</b>	6	11	7
<b>Students with disabilities</b>	2	3	3

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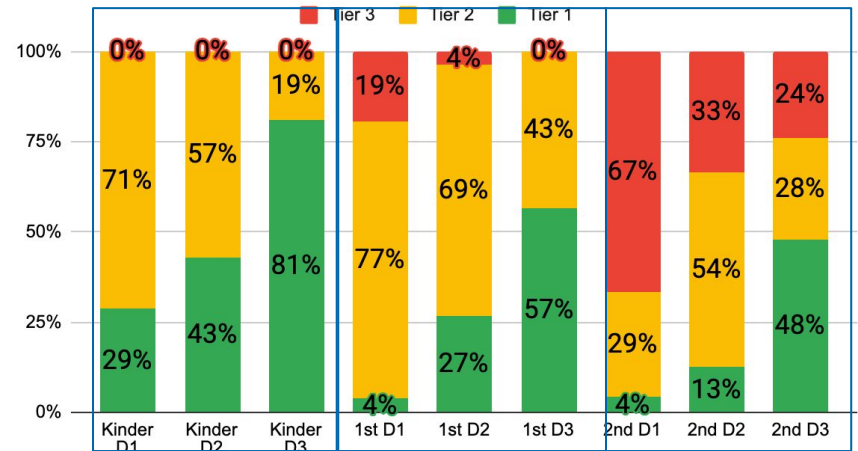
\*The remainder of the students receive intervention or enrichment from their classroom teacher during the RI block.

# Theuerkauf Reading Intervention iReady Data

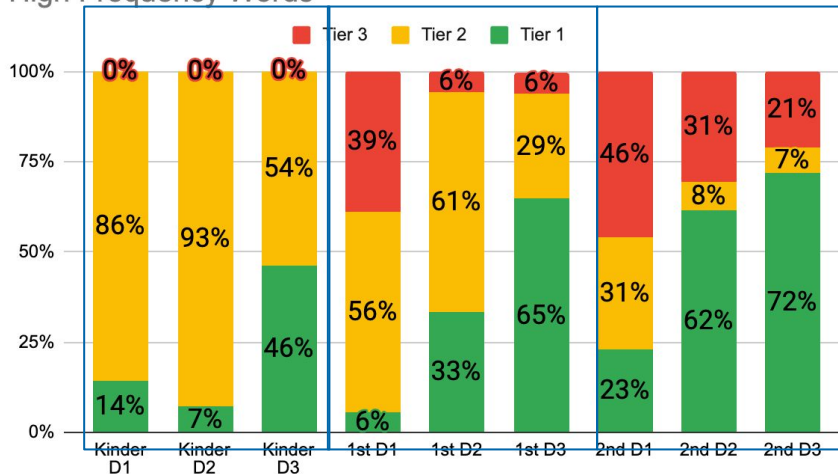
## Phonological Awareness



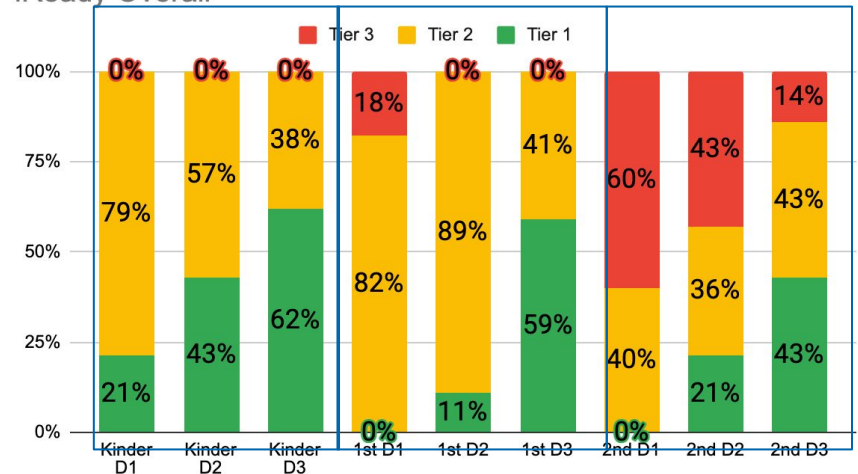
## Phonics



## High Frequency Words



## iReady Overall



# Theuerkauf Reading Intervention Students

	Kinder	1st	2nd
<b># of students flagged for reading difficulty (Winter dyslexia screener)</b>	4	7	13
<b># of students who have received reading intervention from RI teacher</b>	21	22	20
<b>% of students who have received RI from RI teacher*</b>	41%	59%	48%
<b># of students who have exited RI</b>	9	7	3
<b>English Learners</b>	9	13	12
<b>Hispanic/Latino</b>	12	17	19
<b>Socioeconomically disadvantaged</b>	8	17	17
<b>Students with disabilities</b>	1	4	5

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\*The remainder of the students receive intervention or enrichment from their classroom teacher during the RI block.



# Reading Intervention Data

- Reduced students in Tier 3:
  - -41% 2nd grade phonics
  - -41% 1st grade phonics
  - -33% 2nd grade high frequency words
  - -43% 1st grade overall
- Increased students in Tier 1:
  - +42% kinder phonological awareness
  - +41% 1st grade phonics
  - +39% Kinder overall
  - +38% 1st grade overall

# Reading Intervention Data

- RI was responsive to student data
  - Exited 77 students from RI who were at or near proficiency in phonological awareness and phonics
  - Added new students into RI at the beginning of the data cycles
  - Consolidated groups at ML and redistributed staff to CA



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# Considerations

# Early Literacy Considerations

- Reading intervention is to fill gaps so that students can more fully access the general education curriculum
  - RI is focused on the word recognition strand of reading, not the whole process
  - Skilled reading is a product of strong word recognition and language comprehension

# Findings from Vanderbilt Study

- Tier 1 and Tier 2 literacy instruction is not aligned
  - Orton-Gillingham (OG) curriculum is implemented with fidelity in Tier 2 classrooms (reading intervention)
  - General education classrooms have low implementation of OG
  - District structures did not support integration of OG between general education and Tier 2
  - Teachers reported they require adequate tools to teach literacy
- Parents would like to participate in more school-led literacy activities
- Parents and teachers agree that culturally relevant practices are incorporated into early literacy instruction

# Recommendations from Vanderbilt Study

1. Embrace the Science of Reading
2. Cultivate culturally relevant instruction
3. Empower parents as partners
4. Equip educators with professional development in Orton-Gillingham curriculum
5. Revise the school schedule
6. Establish Professional Learning Communities
7. Ensure sustainability and long-term impact

# Reading Intervention Lessons Learned

- Instructional Assistants
  - Allowed the RI team to serve more students
  - IAs could only teach a portion of the intervention lesson, so students had shorter time blocks to practice key skills
- RI scheduled during the RTI/STEAM block
  - Groups were limited to the students in a single classroom
    - Groups were less targeted
    - Students with greatest need were not spread evenly across classes

# Reading Intervention Lessons Learned (cont.)

- The success of RI is contingent on its alignment with strong core, first teaching
  - Balanced literacy curriculum and instruction could undo the structured literacy instruction in RI
  - RI should be an additional dose of instruction (more targeted, more intensity), not a fundamentally different program



# Reading Intervention Lessons Learned (cont.)

- Intervention for Kindergarten in first trimester was too soon
  - Students had not yet received their first “dose” of instruction
- Partnering with families through parent education and family literacy nights
  - Piloted different models at different sites
  - Most engagement when teachers and principal involved
  - Frequency of events affected attendance



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# Next Steps

# Changes for 24-25 School Year

- Replace 5 IAs with one additional RI teacher
  - Will have slightly larger RI groups
  - Will be able to add support at Vargas
- Implement multi-grade level RTI at Castro, Mistral, and Theuerkauf
  - Multiple RI teachers will push in to grade level RTI blocks
    - Will allow for more targeted groups and increased collaboration and alignment between classroom and RI teachers

# Changes for 24-25 School Year (cont.)

- Implement Amplify CKLA ELA curriculum district wide
  - Structured literacy with heavy emphasis on systematic, explicit word recognition instruction in the early grades and knowledge building in all grade levels
  - The K-2 Skills strand of Amplify CKLA is aligned with Orton Gillingham principles and will provide the explicit, structured phonics instruction that was lacking in the previous ELA curriculum
  - Literacy PLCs will support all elementary teachers with aligning and implementing structured literacy instruction in Tier 1
  - Tier 2 RI will be increased dosage of Tier 1 instruction

# Changes for 24-25 School Year (cont.)

- Adjust RI focus mid-year
  - Start the year with 1st-3rd grade RI
  - Intervene with Kinder after iReady Diagnostic 2 and the winter dyslexia screener
  - Exit 3rd graders mid-year
- Adjust and systematize early literacy assessments to better identify needs and monitor progress
- Add family literacy events and workshops to additional sites

# Questions?