

Literacy Leadership Team Guiding Questions

Vision and Alignment

1. What are the most important literacy priorities identified in our school's reading plan?

Implementing a unified WIN block across all grade levels. Every student has been screened to ensure they get what they need during the block.

Also, we are starting a new initiative with our lowest 30% students. Each support staff member has a group of students assigned to them to act as a mentor throughout the year. We are meeting to make academic goals, check on their progress in the classroom, and monitor attendance. The groups are called JET groups (Journey to Excellence Together).

2. How do these priorities align with district goals and the B.E.S.T. ELA Standards?

We follow district Science of Reading goals by ensuring we have flexible and fluid groups based on what the students' needs are. Once students master their needs based on the BEST ELA standards, they will move to another WIN group.

3. Which student groups require our greatest attention this year?

Lowest 30% and 4th grade ELA students.

4. What evidence demonstrates that our current literacy practices are meeting student needs?

We are monitoring student progress through Benchmark assessments, progress monitoring in the WIN groups, and PM1, PM2 and iReady Inform 1 and 2.

5. Where do we see the greatest opportunity for improvement?

We are excited to see our lowest 30% benefit from their JET groups.

Science of Reading Implementation

1. How consistently are Science of Reading practices visible across all K–5 classrooms?

Teachers are using strategies learned in the BCPS SoR courses in their Benchmark Advanced instruction. Small groups are flexible and fluid both in the classroom and in the WIN groups.

2. How are teachers providing explicit and systematic instruction?
 - Phonological awareness? BA, Heggerty
 - Phonics? BA, Heggerty
 - Fluency? BA,
 - Vocabulary? BA
 - Comprehension? BA, Magnetic
3. How do we ensure instruction is responsive to student data rather than solely following pacing?

Teachers will use Benchmark Advance assessments to monitor student progress. After the assessment the teachers will look at which standards were mastered and what needs to be readdressed. Teachers will readdress missed standards in small groups.

4. What instructional practices should be strengthened schoolwide?

Consistently meeting small groups.

5. How are students receiving opportunities to apply literacy skills in authentic reading and writing tasks?

Students are encouraged to read and log onto Beanstack each week. Reading Coach, Ms. Sanghera has the student that logs the most each week onto the morning news and talk about a favorite book. Teachers in all grade levels have students responding to reading in grade level appropriate tasks.

Core Reading Instruction (Tier 1)

1. What evidence indicates Tier 1 instruction is effective for most students?

In PM1, grades 1-5 are already 52% or more proficient.

2. Are instructional materials being implemented with fidelity?

Yes

3. How are teachers differentiating within Tier 1 instruction?

Monitoring student progress after checking for understanding in lessons, creating flexible and fluid small groups.

4. How are teachers using student engagement strategies during literacy blocks?

Students are actively engaged in literacy blocks through enriching lessons, immediate teacher feedback, effective workplans that enhance learning.

5. What classroom practices should be highlighted as exemplars?

Teachers on grades 4/5 select the Benchmark lessons that are needed for their classroom in both whole group instruction and small groups. K/1 classes integrate to teach Heggerty to the right level of students.

Assessment and Data Analysis

1. How are FAST and district assessment results informing instructional decisions?

Teachers and support staff look at results from assessments and place students in appropriate groups according to needs. Teachers focus on standards that are not yet mastered.

2. Which grade levels are demonstrating the strongest growth? Why?

Kindergarten- 1st grade- Heggerty

2nd- 3rd grade- differentiated, focused instruction

3. Which grade levels require additional support?

2nd grade, 4th grade

4. What trends are evident across grades?

5. Which foundational skill deficits are most common?

Phonics

6. How frequently are teachers reviewing student data?

Weekly

7. How do we ensure data discussions lead to instructional action?

Through discussions in PLC meetings, team meetings and classroom walk throughs

Interventions

1. How are students identified for intervention?

FAST results, the BCPS Diagnostics and decision tree

2. Are interventions aligned to specific student skill deficits?

Yes

3. How do we know interventions are working?

Progress Monitoring, data collections, PMP meetings

4. What progress-monitoring data are being reviewed regularly?

Progress Monitoring for interventions

5. Are intervention groups flexible and adjusted based on student growth?

Yes

6. How are Tier 2 and Tier 3 supports coordinated with core instruction?

Tier 2 and 3 happens outside of the tier 1 block

7. What barriers exist to effective intervention implementation?

Time constraints, lack of training in intervention and data collection

Professional Learning and Coaching

1. What literacy professional learning has had the greatest impact on instruction?

BCPS SoR courses

2. What additional support do teachers need?

Additional trainings on intervention programs

3. What trends emerge from classroom walkthroughs and coaching cycles?

Fluid and flexible small groups, checking for understanding

4. How are coaching conversations connected to student achievement data?

The reading coach collaborates with teachers to ensure they have materials and knowledge needed to implement interventions

5. Which instructional practices should be coaching priorities?

Fluid and flexible small groups

6. How can teacher leaders help build literacy capacity across the school?

Sharing best practices in staff, team meetings and PLCs