

# Academic Office Literacy Framework

Board Meeting  
September 15, 2011

# SCUSD Literacy Framework

- I. Current Reality
- II. Framework for Action
  - Consensus Building
  - Implementation
  - Infrastructure of Support
- III. Program Effectiveness



## Student Achievement Data English Language Arts/Reading

Assessment	3-Year Gains
CST	2%
CASHEE	5%
Early Assessment Program (EAP)	5%



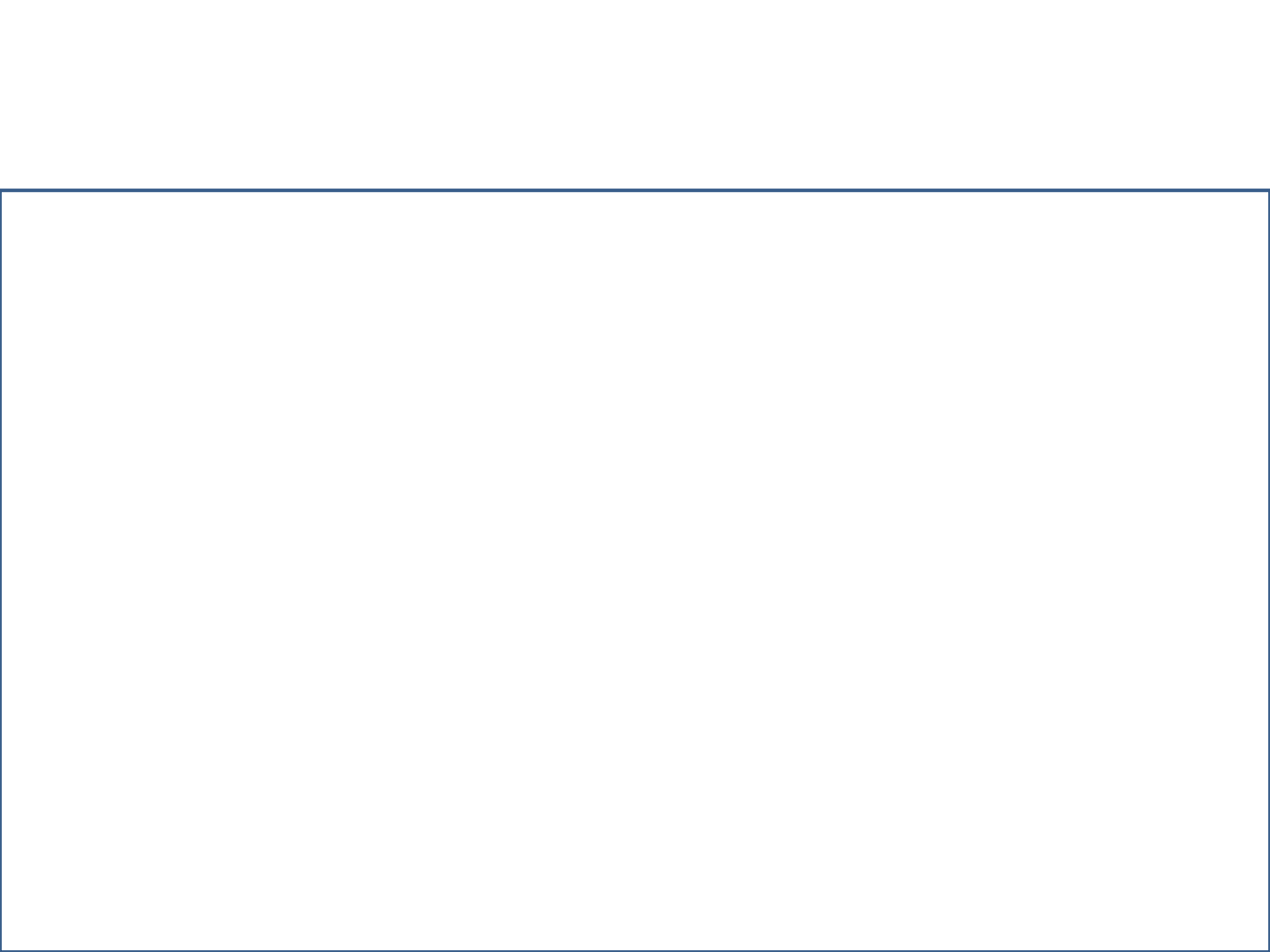
# Curriculum, Instruction, & Assessment

California Content Standards

Textbook-Driven

Direct Instruction

Multiple Choice Assessments



# A Culture of Literacy

Print-Rich Environments

Multiple Texts

Accountable Talk

Individual and Collaborative Work

Thinking Curriculum

Affective and Cognitive Domains

Apprenticeship-Oriented

# Stakeholder Ownership

Steering Committee

Shared Understanding

Scalability

Communications Plan



Standards-Based Curriculum -

ELA Common Core

Focused on College-Readiness

Fewer and More Rigorous  
(performance-oriented)

Consistent Across Grade Levels

# Standards Based Curriculum - ELA Common Core

Reading Literature

Reading Informational Texts

Writing

Language

Speaking and Listening

Reading Foundations (Gr. Preschool-5)

Reading and Writing in Content Areas  
(Gr. 6-12)

## ELA Common

## Core Standards

### Cohort A

- August 2011
- 50 Teachers  
(Preschool - Gr. 12)
- Develop & Implement  
Common Benchmark  
Assessments

### Cohort B

- August 2011
- 22 Early Implementation  
Sites
- Classroom Assignments and  
Assessments
  - Revise Grade-Level  
Expectations and Learning  
Progression (Grade PreK-6)
- Revise Syllabi (Grade 7-12)

# Instructional Design - Balanced Literacy (Preschool- Gr. 6)

Interactive Read-Aloud

Shared Reading

Guided Reading

Independent Reading

Book Clubs/Literature Circles

Word Study

Shared Writing

Independent Writing

# Instructional Design (Gr. 7-12) - Adolescent Literacy

Social

Student Interests

Student Identity Constructions

Inquiry-Based

Apprenticeship Oriented

# Instructional Design (Gr. 7-12) - Content Area Literacy

Informational Texts

Expository and Analytical Writing

Case Study -  
Harkness Elementary School  
Balanced Literacy and  
Student Achievement

2007 - 2008 Percent Proficient	2008 - 2009 Percent Proficient  (Year of Implementation)	2009 - 2010 Percent Proficient	2010 - 2011 Percent Proficient	Three- Year Average Increase
Schoolwide: 19.4%	Schoolwide: 30.1%	Schoolwide: 40.4%	Schoolwide: 52.9%	11.1%
African American: 14%	African American: 23.1%	African American: 25%	African American: 42.3%	9.4%
Hispanic or Latino: 19.8%	Hispanic or Latino: 28.8%	Hispanic or Latino: 45.9%	Hispanic or Latino: 58.8%	13%
English Learners: 15.1%	English Learners: 25.4%	English Learners: 40%	English Learners: 48.8%	11.2%



Increased student choice and love of reading

Imbedded intervention and leveled support

Increased exposure to Culturally Responsive literature

Instruction is provided within relevant contexts





Infrastructure of Support

Professional Development

Instructional Support Team

Intensive Interventions

Parent Engagement

Infrastructure of Support  
Library Support Services  
Librarian Professional Development

# Reading-3D

## Early Implementation Sites

2010-11 School

5 Schools

Robust Assessment &

Intervention System

# Program Improvement (PI) Schools

PI Year 3-5

14 Focus Schools

9 Elementary

4 Middle

1 High

History of Low Literacy Performance

# Program Improvement (PI) Schools

Intensive Literacy Intervention  
Program

Robust Assessment System

Job-Embedded Professional  
Development

Infrastructure of Support



# Effectiveness Measures

Principal, Teacher, & Student  
Feedback

Classroom Observations

Data Inquiry    Student Work

Proficiency & Growth Measures

