



A partnership between The HILL for Literacy and Stoneham Public Schools

The HILL for Literacy is a non-profit organization that works with school districts to create scalable, sustainable literacy excellence by helping teachers better translate literacy research and assessment data into highly effective instruction that results in long-term success. The HILL's focus is improving pedagogy and leveraging insights mined from research and raw data to drive continuous, tactical classroom improvement.

What does the HILL do?

- HILL brings **literacy reform** to whole school districts so all children can learn to read
- HILL **partners** with principals, coaches and teachers to transform school **Structures and Systems** to support multi-tier system of support.
- HILL enhances the **knowledge** and skill base of each educator and the internal capacity of each school & district

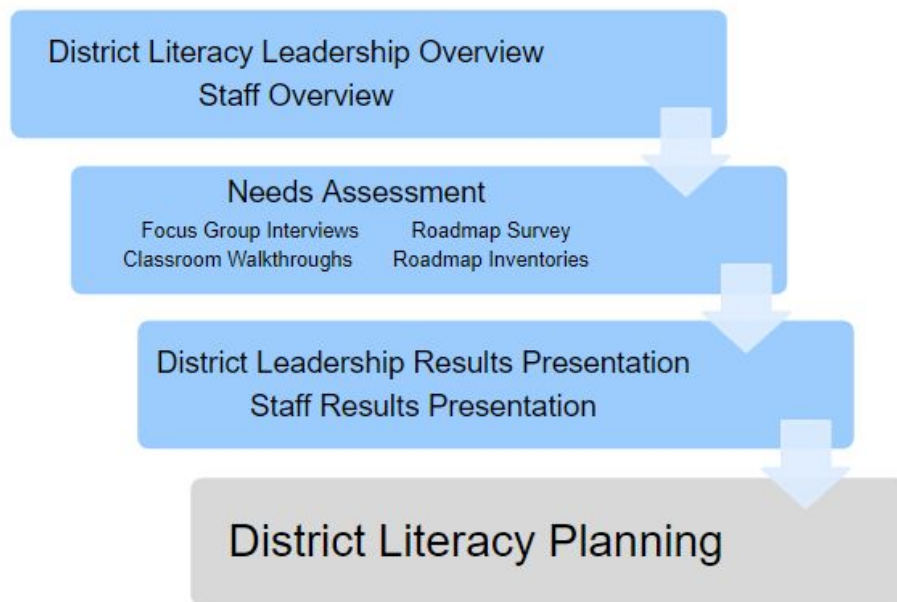


Participants will:

- ① articulate the purpose and outcomes of the needs assessment.
- ① understand the Needs Assessment component areas (Roadmap Surveys and Inventories, Focus Group Interviews, and Classroom Walkthroughs) and how they connect to an evidence-based literacy model (MTSS).
- ① plan who will participate in which assessments, when they will participate, how they will be supported in doing so.



Needs Assessment Process



Needs Assessment Purpose

The purpose of the Needs Assessment is to establish a collaborative partnership between HILL for Literacy and district administrators and staff in order to conduct a comprehensive, in-depth analysis of current literacy practices within the school/district. The product of the Needs Assessment will be a detailed report based on data collected from the school/district, with recommendations for improving the literacy achievement of all students.

Leadership Structures: Distributed Leadership Team

Team Members

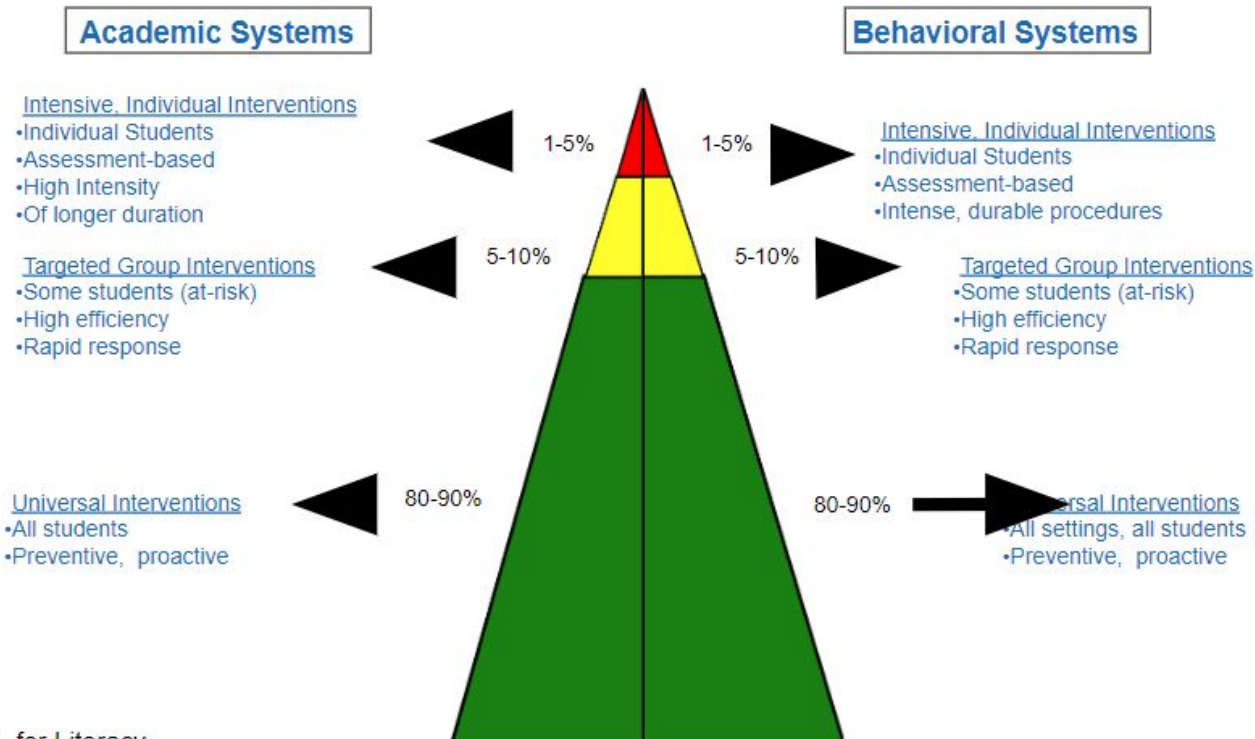
- District Administrator(s)
- School Administrator(s)
- Teachers
- Reading Coach(es)
- Special Educator(s)

Purpose:

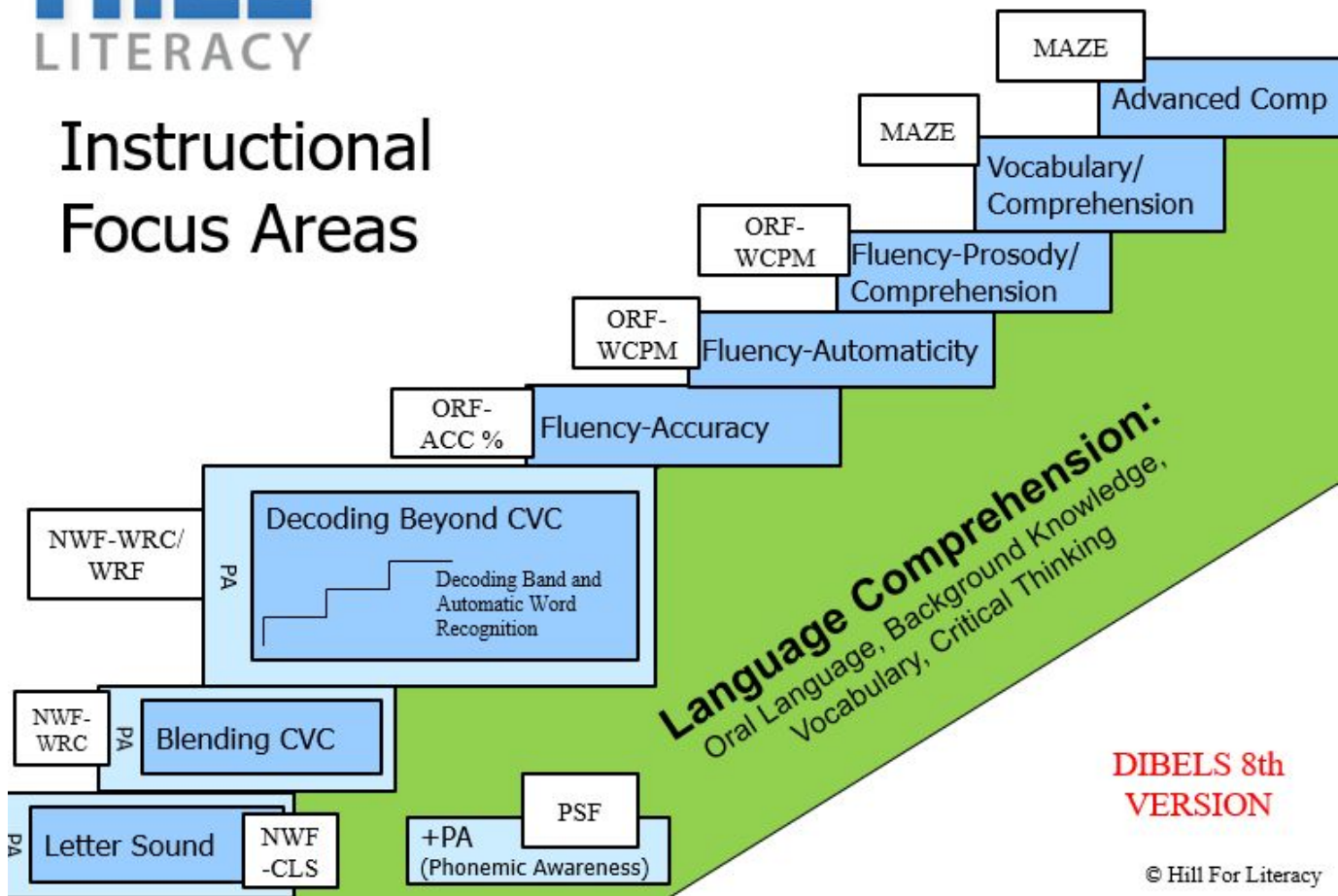
- Oversee the needs assessment process
- Review and provide feedback on the needs assessment report
- Develop a district literacy plan based on the needs assessment findings



School-Wide Systems for Student Success



Instructional Focus Areas



**DIBELS 8th
VERSION**

- Who was involved: **Teachers, Staff, Administrators**
Grades K-5
- How many people were interviewed? **87**
- How many comments were collected? **1369**
- How many classrooms were visited? **53**

- Who?
 - Teachers and staff responsible for teaching reading and writing
- What?
 - 3 Inventories
 - Assessment
 - Program
 - Professional Development History

Types of Assessment

- Screening
- Progress Monitoring (Formative)
- Diagnostic
- Summative
- Group vs. Individual

Assessment Inventory

- 26 different assessments reported.
- Most reported was DIBELS and STAR.
- Different assessments used across the grade levels and schools including diagnostic assessments.
- Some confusion about what component of literacy the universal screening tests measure.
- A need for consistent oral language and writing assessments across all grade levels.

Program Inventory

- 31 different programs, resources and materials reported
- Primarily resources and materials from F & P Classroom.
- Foundations reported for foundational skills in K-2.
- Program usage seems to vary in terms of frequency and duration
- Writing programs not reported consistently across all grade levels.

- Training in F&P and Foundations was most consistently reported across grade levels.
- Assessment training also reported consistently across grade levels.
- Staff participated in other program specific training but not consistently across grade levels.
- Individual participation in course work reported but not a lot of district-wide knowledge building PL reported.

Classroom Walkthroughs

The purpose for the Classroom Walkthroughs is to provide leadership teams with data that represents the current literacy model in action across classrooms. Data collection includes indicators that represent and support a culturally responsive and inclusive classroom environment; literacy instruction in action, classroom environment, student-teacher interactions, and the use of programs and resources within the current instructional model.

Interview Questions

- A. What's it like to teach/work here (Compare to other places you've worked)?
- B. Regarding reading/writing: What's going really well (strengths/proud of)?
- C. Regarding reading/writing: what's not going as well (challenges/ issues/concerns)?
- D. If you were in charge, what are the top three things you would do over the next couple of years to get all the children reading and writing at or above grade level?
- E. Is there anything else I should know that will help us to understand your school?

Strategic Literacy Planning

Determine where the district is going over the next year or more, decide how it is going to get there, work on getting there and describe how it will know if it got there or not.



HILL for Literacy Priority Goals and Strategic Plan Focus Areas

- Leadership
- Tiered Instruction
- Professional Learning
 - Assessment
- Family Engagement



*“We are not where we
want to be,
We are not where we are
going to be,
But we are not where we
were.”*

Rosa Parks