



Improving Student Achievement in Reading and Math

Regular Board Meeting

July 7, 2025

Our Commitment to Academic Growth

- Ensure all students show measurable growth in reading and math.
- Close achievement gaps through layered support and consistent monitoring.
- Strengthen Layer 1 instruction while expanding Layer 2 and Layer 3 interventions.



What We are Doing:

- **Conducting universal screeners for all students in reading and math 3x/year (BOY, MOY, EOY)**
 - Using Amira Istation (K-5)
 - iMSSA (3rd-5th)
 - Khan Academy District Partnership (Math)
- **Using Data to drive instruction and determine which students require additional support.**
 - Reading interventionists use Interim/SPIRE data to determine groups for Layer 2 and 3 support
 - Math interventionists use data to determine groups for Layer 2 and 3 support
- **Benefits:**
 - Early identification of at-risk students
 - Tailored instruction from the beginning
 - Informed decision-making for interventions



Key Change:

- **Dedicated Intervention Blocks built into the daily schedule for both reading and math.**
 - Provide uninterrupted, focused time for Layer 2 and Layer 3 interventions.
 - Reduce missed Layer 1 instructional time from other subjects.
 - Ensure equity and consistency across classrooms and grade levels.
- **District is applying to the state “Math Lab” funding FY2526-FY2627.**
 - Provide a **hands-on, engaging, and exploratory approach** to learning math concepts.
 - Offer meaningful opportunities for students to apply mathematical thinking in real-world or problem-solving contexts.
- **District is focusing on S.P.I.R.E supplemental curriculum and resources for reading intervention.**
 - Replacing 95% curriculum with S.P.I.R.E.
 - S.P.I.R.E. is a systematic and sequential approach to early literacy instruction resources for Layer 2 & Layer 3 students.
 - Offers intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension (Science of Reading)



Layered Support Using Evidence-Based Programs:

Focus: Phonemic Awareness, decoding, fluency, vocabulary, and comprehension.

Strategies

- **Systematic phonics programs**
- **Guided reading and repeated readings.**
- **Close reading strategies for comprehension.**
- **Explicit vocabulary instruction.**
- **Layer 2 & 3 Reading Interventions:**
 - S.P.I.R.E.-Intensive, structured literacy program focused on phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension (Science of Reading)
 - Sounds Sensible-For younger or pre-readers, foundational phonemic awareness and decoding skills (Science of Reading)
- **Delivered by:**
 - Reading interventionists and trained staff
 - MLSS support in identifying and managing caseloads



Layered Support Using Evidence-Based Programs:

Focus: Number sense, computation, problem solving, conceptual understanding.

Strategies

- Scaffolded lessons aligned with grade-level standards.
- Manipulatives and visual models.
- Frequent checks for understanding.
- Real-world application to build relevance.
- AVMR (Add+VantageMR)-Diagnostic assessments and tools to address students' specific numeracy needs

Math Support Includes:

- Push-in support during math core instruction
- Close collaboration between classroom teachers, interventionists, and MLSS lead
- Possible use of Math Lab during Math resource pull-out time (pending funding)

What's different:

- Added iStation math practice for K-5
- Math interventionists K-5
 - provide push-in and pull-out supports for students

MLSS Support:

- Addition of a Multi-Layered System of Supports (MLSS) Coordinator

Key Responsibilities:

- Guide data-driven decisions for intervention placement
- Monitor student progress with building principals and adjust supports as needed
- Coach staff in understanding the layered support model through site faculty presentations and other professional development.
- Increased family outreach, explanation of interventions, and invitations to be part of the solution

Push-In Reading & Math Intervention Model:

- **Interventionists will support classroom instruction during Layer 1 core time.**
 - This intervention support available to principals and classroom teachers as scheduled.
- **Reinforce instruction through small-group or 1:1 support**
 - This intervention support is based on grade-level or content PLC planning.
- **Help differentiate instruction to meet all learners' needs**
 - This intervention support highlights the collaborative nature of the reading and math interventionists as peer-partners to the regular classroom teacher.





Explicit Classroom Instruction is the method teachers use to ensure that what they are teaching is being understood by students. At its core, explicit instruction involves following a curriculum and:

- Routine, formative assessments to gauge comprehension and mastery
- Exit tickets, quick checks, student reflections
- Data used to immediately adjust instruction and groupings



PD that is Focused on Explicit Instruction:

- **Targeted PD on evidence-based practices in both reading and math.**
 - Principals have explicit instruction resources to guide PLC and faculty-wide PD.
 - Interventionists have explicit instruction methods as a basis for collaboration with classroom teachers focused on improving student learning.
- **Model lessons, coaching cycles, and peer collaboration.**
 - Principals use these and similar tools in faculty trainings, walkthroughs and evaluation
 - Interventionists are a resource to classroom teachers, using these and similar tools.
- **Ongoing training in intervention tools and strategies**
 - District will use the Anita Archer (Explicit Instruction) framework, Math Recovery Council (AVMR) methodology, and Structured Reading approach to design system-wide PD focus on available in-service time throughout the school year.
 - Explicit Classroom Instruction is the method teachers use to ensure that what they are teaching is being understood by students. At its core, explicit instruction involved following a curriculum.

Summary of Key Actions

- Universal screeners guide early and ongoing support
- Dedicated intervention blocks for both math and reading
- Evidence-based programs (S.P.I.R.E., Sounds Sensible, AVMR, Explicit Instruction)
- New MLSS coordinator role to support effective school site interventions
- New Math Interventionists at elementary school sites funded through T1.
- Classroom push-in support during Layer 1 instruction
- Regular formative assessments
- Professional development in explicit teaching strategies such as Capturing Kids' Hearts, Time to Teach, Teach Like A Champion, and Anita Archer methods.





Challenges and Concerns

- **Misunderstanding of Layered Supports**
 - Staff or families may not fully understand the purpose or structure of Layer 2 and Layer 3 interventions
 - Plan: Ongoing staff training and clear communication to families about intervention plans
- **Student Attendance**
 - Chronic absenteeism limits the effectiveness of consistent interventions
 - Plan: Increased parent communication, attendance incentives, and support systems
- **Staff Capacity and Burnout**
 - Intervention delivery, push-in support, and progress monitoring add to teacher and staff workload
 - Plan: Shared responsibility model, time built into schedule for collaboration and planning, use of MLSS lead for coordination, math and reading interventionists
- **Limited Resources**
 - Materials, staff, or training time may be stretched thin
 - Plan: Strategic scheduling, professional development days, maximizing the effectiveness of available tools
- **Family Engagement**
 - Some families may be unaware of or disconnected from academic goals and supports
 - Plan: Increased family outreach, explanation of interventions, and invitations to be part of the solution



Thank You
