

# IMPACT STORY

## Greenbush Consortium

Pittsburg USD 250



### TIMELINE OF ACTIVITIES

2018

Determined literacy needs and set goals.

2019-2021: GOAL 2

Develop foundational literacy skills to improve reading comprehension from birth through 12<sup>th</sup> grade.

2019-2021: GOAL 1

Improve engagement through authentic literacy tasks across the curriculum from birth through 12<sup>th</sup> grade.

#### GOAL 1

Outcome: Beginning in the 2020-21 school year, Pittsburg USD 250 added instructional coaches in all schools. These coaches are tasked with providing job-embedded professional development to all teaching staff.

The decision of adding these coaches was based upon the conversations and experiences with the LiNK grant.

*"One of the biggest ways (our instructional coach) has supported us is helping teach digital literacy. My first Honors English 10 unit about rhetoric includes analysis of different media sources online. Sam has been instrumental in helping me find new resources to teach that unit since online news content changes all the time. She has shown me a new interactive media bias chart for online news sources, and helped me brainstorm ways to teach students to evaluate sources for media bias and reliability."*

*Emily Rountree, PHS Teacher concerning her instructional coach, Samantha Warren*



*Pittsburg students received support for their individual literacy needs with reading curriculum resources.*

#### GOAL 2

Outcome: As a result of the LiNK grant process, USD 250 chose Success for ALL (SFA) as its K-5 reading curriculum resource.

SFA is founded upon the Science of Reading and provides an excellent foundation for phonics and phonemic awareness. SFA also places students in reading groups based upon the student's individual learning needs, not necessarily according to current grade level.

This helps us better remediate students who are not reading at grade level and is pushing those students who need reading above their current grade level.

*"As first-grade teachers, we feel that the implementation of SFA Reading has been beneficial for our students. With our previous reading resource, students were struggling with the foundations of early literacy. After just one year of implementation, we are already seeing great gains with our students. We are excited to teach reading because we know the difference SFA is making in developing readers." – First-grade teachers at George Nettels Elementary*



Instructional coaches provide job-embedded professional development and are able to help teachers make instructional decisions based on student data.



With new literacy curriculum resources, elementary students receive instruction with a foundation based upon the Science of Reading and responsive to student's individual learning needs.