

IMPACT STORY

Southwest Plains Consortium

Syracuse USD 494



TIMELINE OF ACTIVITIES

2018-2019

Determined need to address phonemic awareness, phonics and targeted reading.

2020-2021

Created USD 494 English Language Arts (ELA) Playbook.

2019-2020

Began enrichment and intervention for seventh through 10th grades.

CURRENT LiNK IMPACT

Syracuse USD 494 decided to focus on reading instruction at all levels with a focus on phonemic awareness, phonics and targeted reading.

Implementing AIMSweb Plus assessments allowed teachers to monitor student reading abilities across multiple areas, and the district adopted *Pathways to Reading* as the core ELA curriculum resource for kindergarten through third-grade students and as an intervention tool for students 4-6.

Teachers learned how to support students through professional development opportunities and individualized instructional coaching.

In 2019-2020, structured intervention groups began for all students in grades seven through 10, an amazing accomplishment!



All students participate in structured reading intervention groups daily with targeted, differentiated, direct instruction.

Pictured above are 3rd grade students in a targeted instruction group using the Pathways to Reading resource.

FUTURE LITERACY IMPACT

During the 2018-2019 school year, the number of students reading at grade levels kindergarten through sixth increased from 47% to 66% of all students, showing that small-group instruction is working.

During the 2019-2020 school year when structured groups began for grades seven through 10, the percentage of students reading on grade level increased from 56% to 74% of students.

Literacy intervention and enrichment resources, as well as direct professional development and instructional support provided through LiNK, facilitated this amazing growth.

Teachers collaborated to create a USD 494 ELA Playbook that aligns Kansas Career and College Ready Standards with the USD 494 Power Standards to support instruction for all students.

This playbook gives the necessary guidance to meet the needs of a diverse student population, and professional development will continue to support instruction in the classroom.



A fourth-grade student gets teacher support with *Pathways to Reading* resource.



Sixth-grade students used *Amplify Reading* for targeted reading support..



A sixth-grade student completed a Quick Phonics Screener with his teacher.



Junior high students read books specific to their targeted reading level.



A junior high student reading instructions on PowerUp.



High school students reading instructions on PowerUp.