



Literacy Network of Kansas Grant Impact Tour



Olathe USD 233 LiNK Goals

Increase educators’ access to assessment tools and resources, increase professional learning in the areas of intervention and data-driven decision-making, and improve reading proficiency for all students with a focus on disadvantaged students.

Agenda

Ridgeview:

- 8:30-9:00 95% Group

Heritage:

- 9:15-9:45 Early Childhood
- 9:45-10:30 Writers Workshop 3rd grade

Chisholm Trail:

- 10:45-11:00 Content area teachers (Ashley and Sarah), Writers Workshop with 8th grade
- 11:00-11:30 Workshop with 6th and 7th grade

Literacy Leadership Team

Our LLT Members represent Early Childhood-Highschool, Special Education, Science, Social Studies, Math, World Language, and ELA.

Marci Gibbens	Elexis Brack	Jamie Garrow	Marcy Good
Melissa Cupp	Heather Rice	Jennifer Parker	Pamela Wyatt
Justin Williams	Ashley Umphrey	Jennifer Tygard	Rachel Swearengin
Scott Feaster	Brian Bechard	Kailyn Keplinger	Tanya Mathieu
Jessica Skoglund	Andrea Eby	Kaylee Murdock	Veronica Spires
Jason Martin	Heather Mills	Kristin Hesser	Kim Sill
Todd Klamm	Sarah Williams	Kristin Kuehn	Dorothy Hiatt
LuAnn Fox	Kaci Ratslaff	Lauren Korte	Lisa Payne
Kelly Warren	Abby Shopper	Maggie Richardson	Debbie Beaman
Leah Yates	Lisa Mansfield	Andrea Tumbleson	Melissa Thomas
Peter Mishler	Deanna Pittman	Jason Schaffer	Emilee Klebba
Bonnie Butell-Huntoon	Shelly Todd	Andrew Taylor	Chelsie Kettler
Taylor Rabel	Taylor Higbee	Dennis Burkett	Heather Lowe
Josh Stock	Nicole Robles	Shelley Bright	Jacqueline Mayerske

High School LLT members shared their reflections. Here are a few surrounding the professional development they have been able to experience through LiNK grant funds and impacts on their teaching and students:

“The most powerful PD is to watch other teachers teach. I don’t want to see that go away. Setting aside time for teachers to do it [is important].” -Melissa Cupp

“I loved the lab PD. I have committed to the workshop model. “Am I doing it right? I’m doing it different.” I’m still getting better at using my notes to get better at conferences.” -Jason Martin

“I have really enjoyed the reading conferences to get to know the students. It is the power of a paradigm shift that has allowed me to get to know the kids. Using a book to do that has been beautiful. I did like the Nancy Atwell book, In the Middle and No More Fake Reading by Gordan. Observing other teachers. It’s ok to take chances. It’s ok to not have all the answers and be vulnerable. It’s taught me to be a little bit more vulnerable.” -Kelly Warren

"A lot of us English teachers knew what the research was saying, but sometimes I was so busy in the minutia of grading and teaching that I didn't make space to change my practice. That's the game-changer. It's the little push that it takes to actually change practice. The greatest gift I got out of this was that. It changed the way I teach." -Justin Williams

"Observing other teachers and having the pre-observation briefing and then the post-observation debriefing is certainly helpful good ideas catch fire when we SEE/EXPERIENCE them in action this kind of PD is so practical." -LuAnn Fox

"LLT has had such a positive impact on my classroom! In the past few years, the books we've read, classrooms we've visited, and discussions we've had have helped me to pare down my instruction so that students are actually reading and writing in class every day. I had my students do a survey about reading specifically a few weeks ago. Even in this crazy pandemic school year, 84% of them said they read as much if not more than what they'd read in a typical school year. And 67.3% of them felt that they had made significant progress on our main reading goals (increasing volume, increasing stamina, and showing preferences for genres / authors / topics)." -Jessica Skoglund

Additional comments and stories shared from teachers and principals:

- *An elementary principal shared that we are finally going to focus on explicitly teaching foundational skills that have not been taught in depth in our district previously. She is excited about the future for our students and our next steps as a district.*
- *Students are given the opportunity to select a book at each FLIP night. A student was absolutely thrilled to select a book and actually slept with it that night after having their parent read it to them as a bedtime story. That book found its way into the child's backpack and travelled back and forth to school frequently.*
- *During an early childhood literacy training, the presenter shared a lesson idea for the book "Not a Box." Teachers were given copies of the book as they left the training. The week following the training, several teachers emailed stories of sharing the book and engagement strategies with their students. Teacher excitement for engaging their students in quality literacy lessons is growing!*
- *Teacher testimony: (1st grade teacher words from email) So I have to give some credit to 95% and I wanted to share it with you. My kiddos took the reading MAP test yesterday and 7 of them improved their score by 22 points or MORE!!! As I was walking around a lot of their questions were about vowel sounds and words. There were also short sentences to read. Before these kiddos would not have even attempted reading these as they didn't know how to attack the words with no picture clues. One student even came up to me during the test and said "I found a closed syllable word!" I am beyond thrilled for my students and wanted to thank you for allowing us to have the opportunity to have this program at our school.*

Thank you, Olathe Board of Education Members, Dr. Yeager, principals, teachers, and students for believing in the vision.