

# IMPACT STORY

## Greenbush Consortium

Iola USD 257



### TIMELINE OF ACTIVITIES

**Fall 2018**

Identify need of preschool access for children.

**Fall 2019**

Receive Kansas Preschool Project funding.

**Spring 2019**

Brainstorm with early childhood teachers.

**2021**

Continue funding for early childhood programming.

#### CURRENT LiNK IMPACT

Iola educators identified a need to provide more preschool opportunities and EQUAL access for the care and education of 4-year-old students in the community.

The goal is to close the children's learning gaps before they enter kindergarten.

Since fall of 2019, Iola USD 257 is able to provide free preschool to all 4-year-old community children. Enrollment continues to grow and the impact of early literacy continues to be evident as the students enter kindergarten.

During the 2020-2021 school year, 94 preschool children were in the 4-year-old program, and five teachers collaborated to provide equal learning opportunities for all students. The district and LiNK funds provide classrooms with learning materials and play-based resources.



*Iola preschoolers are ready to learn!*

#### FUTURE LITERACY IMPACT

Iola administrators and educators plan to continue the collaboration between their five preschool teachers in order to serve the needs of all students.

These early learning opportunities are provided by quality, licensed and certified staff. Funding for resources through LiNK, and from the Kansas Preschool Pilot, will continue to give equal learning access to all early learners in the community.

Iola USD 257 provides free preschool access to all children in the community. The district, with assistance from LiNK funds, has new resources supporting communication and literacy in play-based settings.



# 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.

# IMPACT STORY

## Greenbush Consortium

Turner USD 202



### LiNK SUCCESS:

One School, One Book in Turner USD 202



<https://www.youtube.com/watch?v=hAVZIVaK0Zs>