

School Committee

June 12, 2025

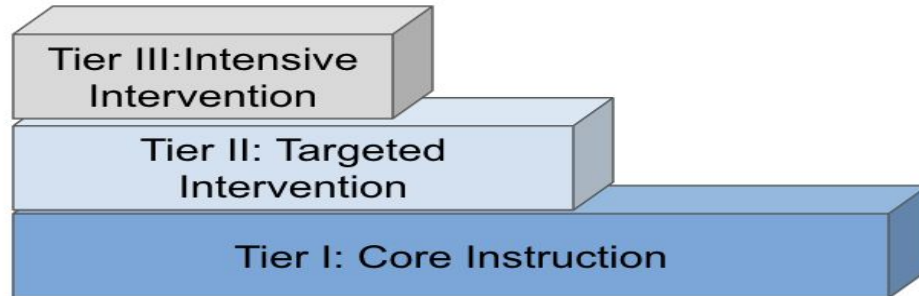
Literacy Update

Office of Student Services &
Office of Teaching & Learning

Strong ELA Practice Through Collaboration

Building a Multi-Tiered System of Support

- Development process
- Structures for success
- Collaboration between OTL and OSS
- Sustainable Leadership & Organizational Structure



Building a Tiered Literacy System & Continuum

2023-2024 School Year

ELA Study Determined:

- PSB needed research based instructional materials and practices
- Improved data literacy practices
- Interventions that aligned to student need

DESE

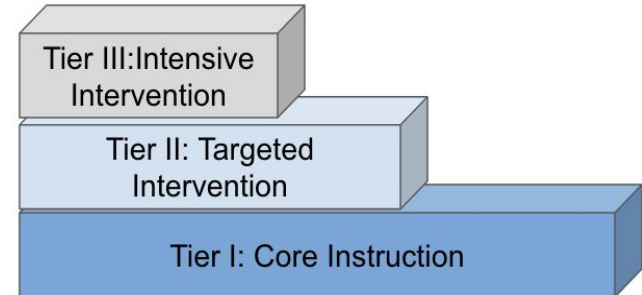
- Implemented Guidelines for Dyslexia
- Required universal screening of all students in K-3
- Communication with families of any child at risk for poor outcomes in reading

The district determined that we needed to revise our MTSS model which would incorporate the required DESE work and improve the ELA outcomes for students.

Building a Tiered Literacy System & Continuum

- Cross functional team made up of teachers, school leaders and members of the offices of Teaching and Learning and Student Services participate in multiple collaborative learning opportunities.
- DESE Literacy Academy
- DESE Dyslexia Institute
- New Teacher Center (NTC) sessions

Each of these opportunities require reflection of current district practices and the creation of a district team to inform the PSB MTSS model.



Action Steps 2023-2025

September 2023-June 2024

- *Full Implementation of the DESE required screener K-3*
- *DESE Required communication with families for students who are at risk of poor outcomes in reading*
- Training Student Intervention Teams to analyze data

September 2024 -June 2025

- Participation in the Literacy Academy
- *Identification and purchase of a research-based literacy curriculum*
- *Create District Literacy Plan through participation in the DESE Dyslexia Academy*
- Creation of the MTSS Team
- Design of Open Architects Dashboards
- Updated communication plans for families regarding universal screeners
- Initial training for literacy implementation
- ***Disproportionality Taskforce***

July 2025-June 2026

- Introduce the MTSS plan using literacy as the model
 - Implement Fishtank with fidelity
 - Develop ELA Action Plan and Special Education Action Plan that are aligned with each other
 - Map assessment plan and Tier II/ Tier III curriculum resources

OTL and OSS ELA Update

September 2024- June 2025

Joint Actions	Outcomes
<ul style="list-style-type: none">• <i>Create District Literacy Plan through participation in the DESE Dyslexia Academy</i>	<ul style="list-style-type: none">• Shared understanding of how students learn to read• Shared understanding of data resources, Tier I instruction, intervention practices• Goals set to improve data literacy
<ul style="list-style-type: none">• Participation in the Literacy Academy	<ul style="list-style-type: none">• Schedules that align literacy instruction with data based interventions and other related services for students
<ul style="list-style-type: none">• <i>Identification and purchase of a research-based literacy curriculum</i>	<ul style="list-style-type: none">• Research-based High Quality Instructional Materials in core instruction for all K-5 students
<ul style="list-style-type: none">• Creation of the MTSS Team	<ul style="list-style-type: none">• Public School of Brookline definitions for Tier I, Tier II, Tier III instruction• Universal Data Protocol• Assessment map• Draft of MTSS Flowchart
<ul style="list-style-type: none">• Updated communication plans for families regarding universal screeners	<ul style="list-style-type: none">• Dissemination of the mCLASS “Family Report” document to all K-3 families
<ul style="list-style-type: none">• Disproportionality Task force	<ul style="list-style-type: none">• Tight coupling with OTL around general education best practices in literacy & systemic work in special

Critical Multi-Year District Work to Support Effective Implementation & Outcomes

Data Dashboard:

- ❖ Continue to use educator feedback to update the [Open Architects](#) data dashboard
- ❖ Monitor trends in data

Educator Professional Development:

- ❖ Science of Reading
- ❖ Research-based pedagogy for all tiers of instruction
- ❖ Data literacy
- ❖ MTSS model
- ❖ Provide Instructional Leaders with common lens to ensure tiered instruction is rolled out with integrity

Scheduling Instruction:

- ❖ Building school schedules to ensure Special Education and EL services are aligned with ELA instruction
- ❖ Ensure “WIN” blocks are focused and based on data

Building Systemic Coherence & Instructional Cohesion

Wilson Language Training

- ❖ Foundations: foundational layer of literacy instruction K-3
- ❖ Wilson Reading System: Structured literacy instruction: Reprioritize PD & Coaching
- ❖ DIBELS: Formative Assessment

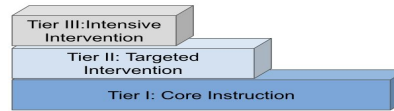
Sustainable Leadership Structure

- ❖ OSS/OTL Coordinators/Directors/Principals
- ❖ Literacy Specialists
- ❖ Teachers: Gen Ed, Special Ed, EL, Specialists

[Landmark Partnership](#)

Sustainable Support, Focus & Resources

- ❖ PD, PD Time, Budget, Data Analysis



Critical Literacy Work, Context & Constraints

- Implementation of K-5 Literacy Initiative Year I
- Piloting 6-8 Literacy Initiative Year I
- New Assessment, Progress Monitoring & Data Structures & Systems

- Leadership Transitions System-Wide
- PD funding was cut
- Structures for Professional Development
- Sufficient Time to Deliver High Quality, Sustained Professional Development
- Capacity Issue: Leadership of the work
- Capacity Issue: Data Structures & Systems

Collaborative Leadership Team

Office of Teaching and Learning:

Jodi Fortuna- Deputy Superintendent of Teaching and Learning

Michelle Herman- Senior Director of Teaching and Learning

Gabriel McCormick- Senior Director of Teaching and Learning

Kristin Gray- Interim K-8 ELA Coordinator

Mindy Paulo- Director of English Learner Education

Matthew Rosenthal- K-8 Math Curriculum Coordinator

Office of Student Services:

Matthew Dubois- Senior Director of Clinical Services and Social Emotional learning

Anna Bauer-McTigue- Director of Special Education

Nadene Moll- Director of Special Education

School-Based Educators:

Vanessa Bilello- Principal Lawrence School

Saeed Ola- Principal Baker School

Jennifer Doubilet- Literacy Specialist Driscoll School

Kaitlin Doherty- Teacher Baker School

Katy McGraw- Math Specialist Florida Ruffin Ridley School

Sara Zekri- Literacy Specialist Baker School

FY 26 Co-Leaders

Anna Bauer-McTigue- Director of Special Education

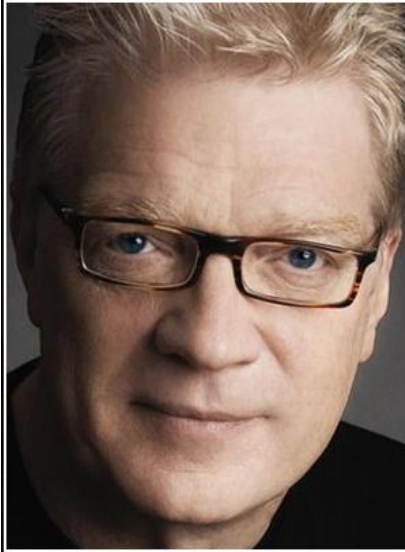
Vanessa Bilello- Principal Lawrence School

Kristin Gray- Interim K-8 ELA Coordinator

Jennifer Doubilet- Literacy Specialist Driscoll School

Mindy Paulo- Director of English Learner Education

Critical Moment in PSB Leadership



The real role of leadership in education... is not and should not be command and control. The real role of leadership is climate control, creating a climate of possibility.

— Ken Robinson —

AZ QUOTES

District Considerations:

This coordinated effort requires consistent leadership with an eagle's eye on equitable instruction for all students.

"Leadership and learning are indispensable to each other." -

John F. Kennedy

Questions



