

# K-8 ELA Audit

Overview of Results

Rose Tree Media School District



Rebecca Smith & Mark Avitabile, Ed.D.  
DCIU Teaching & Learning

# About Us

The **Delaware County Intermediate Unit** (DCIU) is a regional education services agency. It is our mission to provide leadership for the development of innovative and cost-effective programs to meet the needs of our County.

The **Department of Teaching & Learning** (T&L) supports the development of educational excellence by providing leadership in instructional initiatives, high-quality programs, equitable practices, and proactive human resource development. We provide resources and programs that actively engage all members of the school community in continuous professional growth, designed to increase the success of all students.

# Report Highlights

**Part 1:** Audit Overview

**Part 2:** Research Framework

**Part 3:** Findings

**Part 4:** Recommendations





# Audit Overview



A **program review** is a process that evaluates the status, effectiveness, and progress of academic programs and helps identify the future direction, needs, and priorities of these programs.



# Program reviews ARE

SNAPSHOT



ROADMAP





# Program reviews are NOT

VALUE JUDGMENTS



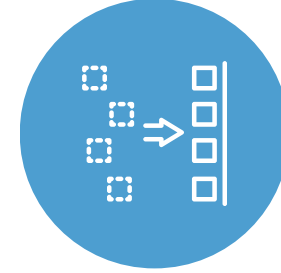
ABOUT INDIVIDUALS





# Research Framework

# A Rigorous Curriculum is:



An inclusive set of **intentionally aligned components**:

- Clear learning outcomes
- Matching assessments
- Engaging and relevant learning experiences
- High effect size instructional strategies



That are **organized into sequenced units of study** that serve as both:

- Detailed road map
- High-quality delivery system



For **ensuring all students achieve the desired end**:

- The attainment of the designated grade- or course-specific standards within a particular content area.

# Understanding by Design (UbD)



## Stage 1

Identify Desired Results



## Stage 2

Determine Assessment  
Evidence



## Stage 3

Plan Learning  
Experiences and  
Instruction

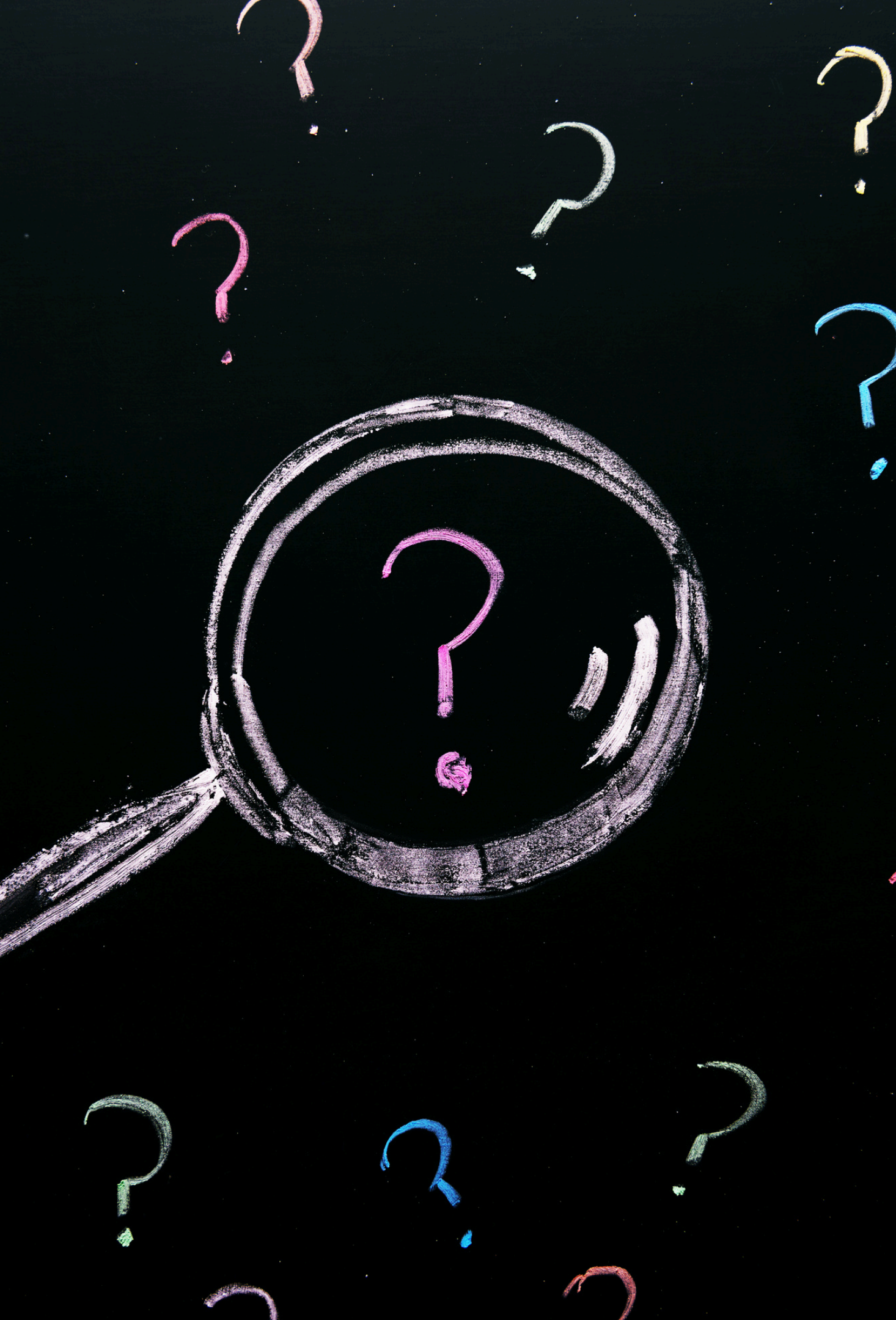


# Structured Literacy

An approach to literacy that is systematic, sequential, and evidence-based, ensuring students receive targeted instruction in:

- **Phonemic Awareness**
- **Phonics**
- **Vocabulary**
- **Fluency**
- **Comprehension**

# Findings



# Three Main Sections



## Stage 1

Desired Results



## Stage 2

Assessment Evidence



## Stage 3

Learning Plan



# Stage 1: Desired Results

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## Section one seeks evidence of:

A well defined scope and sequence of learning outcomes, ensuring that the literacy curriculum is aligned to clearly articulated priority standards, fostering a clear understanding of what students are expected to know and be able to do.

# Stage 1: Desired Results

# Strengths

- 1.** Structures that support the enjoyment of reading.
- 2.** Emphasis on reading comprehension and narrative writing in the curriculum.
- 3.** Embedded opportunities for student choice in reading and writing.

*“I love to read and it’s helpful that we are taught all of the genres of reading so I can find out what I love best.”*

*“My child’s classroom is really rich in literacy.”*

*“I like when we need to write an essay but us, as in the students, need to think of a topic on what we are writing about. It’s challenging, which makes me think.”*

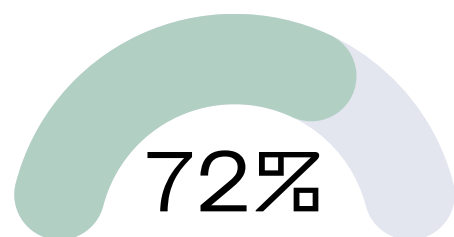
# Stage 1: Desired Results

## Needs

1. Increase standards alignment in the curriculum.

*“We need a revamp of the entire ELA curriculum to something that aligns to PA standards.”*

2. Teachers feel curriculum frequently needs supplementing.



72 percent of teachers report regularly needing to supplement the curriculum with materials they find or create.

*“The [current resources] have not met the needs of students without a good amount of supplementation.”*

3. Comprehensive, horizontally & vertically aligned curriculum for reading and writing skills.



# Stage 2: Assessment Evidence

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## Section two seeks evidence of:

A range of assessments authentically measuring students' literacy skills, including formative and summative assessments, performance tasks, and real-world applications, providing a comprehensive view of their progress.

# Stage 2: Assessment Evidence

## Strengths

**1.** At least 80% of students meet or exceed grade level benchmarks on MAP and PSSA data.

*“We have a protocol when to do Running Records and how many to do.”*

**2.** Information from Running Records and leveled books.

*“Having kids in leveled readers and testing through running records is a big strength.”*

**3.** Systems to support collaborative efforts around assessment and data practices.

**4.** Middle school students feel assessment aligns with learning.



**Over 8 in 10** (84%) of MS students reported that the topics they are graded on match what they learned.



**Over 9 in 10** (91%) of MS students reported feedback on assignments helps them understand their progress and correct errors.

# Stage 2: Assessment Evidence Needs

1. Feedback is that Running Records assessments are too subjective.
2. Use of data to drive instruction at all tiers.
3. Assessment practices are viewed as “Emerging”.
4. Alignment of learning and assessment at the elementary level.
5. Enhancing opportunities for authentic assessment.

*“Subjectivity in assessments is a challenge and an issue with our current programming.”*

*“Assessments for reading skills do not match what is taught.”*



# Stage 3: Learning Plan

RTMSD K-8 ELA Audit |  
Findings

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## **Section three seeks evidence of:**

Programs, resources, and practices that support the curriculum to ensure learning is differentiated to meet the diverse needs of learners, accommodating various learning styles and preferences, and fostering an environment where all students can actively engage in and demonstrate proficiency in literacy skills.

# Stage 3: Learning Plan

# Strengths

- 1.** Components of foundational reading skills are in place for phonological awareness, phonics, and word recognition.
- 2.** Fluency is a strength in reading.
- 3.** Versatile writing forms and analytical tasks in writing.
- 4.** Strengths of vocabulary and language development practices.
- 5.** Strengths of reading comprehension practices.
- 6.** Diversity and differentiation with reading materials.

*“The curriculum makes my students better writers.”*

*“I didn’t like reading until I started reading books I could relate to.”*

*“The curriculum model that we use allows for grouping by interest and ability. Kids are doing the work and leading the learning. The nature of that would be the highlight and strength.”*

# Stage 3: Assessment Evidence Needs

1. Improving program alignment to research-based effective literacy practices.
2. More explicitly taught skills for both reading and writing.
3. Withdrawn support for Units of Study for Reading.
4. More cohesive reading and writing experiences.
5. Extend support for differentiation beyond choice and reading level.
6. Support families' understanding of reading and writing programs.

*“Reading and Writing Workshop do not teach skills specifically enough.”*

*“There is no structured, technical writing. There’s no expectations around grammar, capitalization, punctuation. [The current program] is too flowy.”*

*“We need a comprehensive program that integrates grammar, phonics, writing, and reading.”*





# Recommendations

# Overarching Recommendations

1. Establish consistency and clarity in curriculum documentation.
2. Adopt an explicit, systematic approach to reading and writing.
3. Align Tier 2 and Tier 3 interventions with Tier 1 classroom curriculum, informed by assessment.
4. Provide ongoing professional development.
5. Implement a sustainable evaluation framework.

# Thank you!

We thank Rose Tree Media School District for partnering with DCIU in this audit and the RTMSD community for their active participation in the audit process.

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## Contact



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# Rose Tree Media School District

Fall 2023

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Winter 2024

Summer 2024

Fall 2024

Spring 2024

Winter 2025

Spring 2025



# ELA Vision Statement

In our K–12 English Language Arts program, our vision is to provide a dynamic learning environment that cultivates a love for reading and writing while providing students with the essential skills to become proficient communicators and critical thinkers. Rooted in research-based practices, our program aims to develop strong foundational skills, advanced literacy competencies, and the ability to synthesize information across a variety of texts. By fostering creativity, nurturing individual growth, and promoting inclusivity, we aspire to empower students to confidently navigate diverse literacies, meaningfully contribute to their communities, and thrive in a rapidly evolving global landscape.

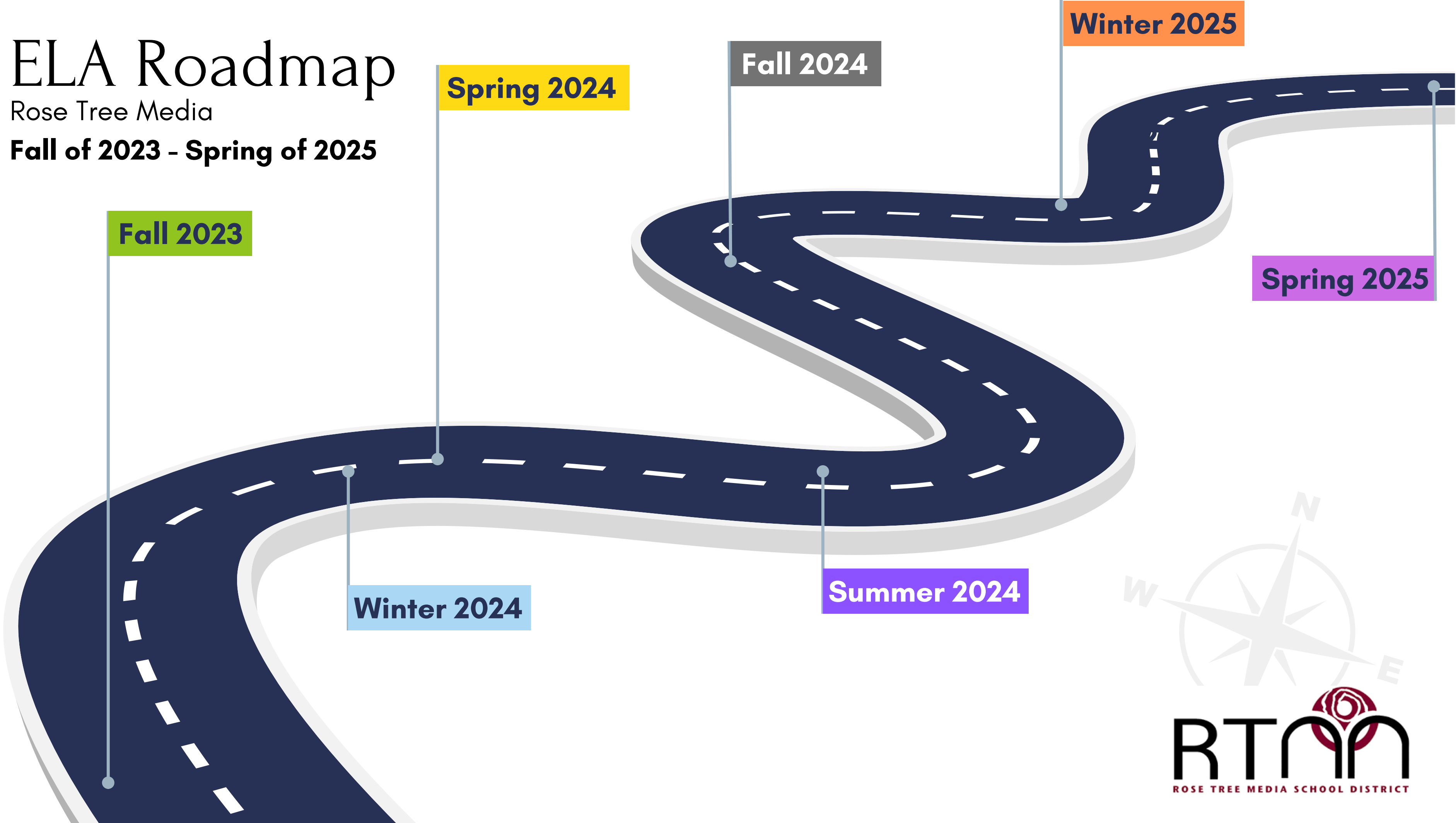
~ written by RTM ELA Committee members: teachers, specialists, and administrators

~ Fall, 2023

# ELA Roadmap

Rose Tree Media

**Fall of 2023 - Spring of 2025**





# ELA Roadmap

Rose Tree Media

Fall of 2023 - Spring of 2025

Spring 2024

Fall 2024

Winter 2025

## Fall 2023

- ELA steering committee developed
- Sub-committees created
- Structured Literacy professional development for K - 12 teachers

Winter 2024

Summer 2024

g 2025

# ELA Roadmap

Rose Tree Media

Fall of 2023 - Spring of 2025

Fall 2023

Spring 2024

Fall 2024

Winter 2025

Spring 2025

## Winter 2024

- Site visits
- Phonological Awareness presentation – Heggerty
- County-wide Reading Network through the DCIU



# ELA Roadmap

Rose Tree Media

Fall of 2023 - Spring of 2025

Fall 2023

Fall 2024

Winter 2025

## Spring 2024

- *DCIU ELA Audit*
- *Adoption of Heggerty K-3*
- *Amplify high school ELA Presentation*



Spring 2025

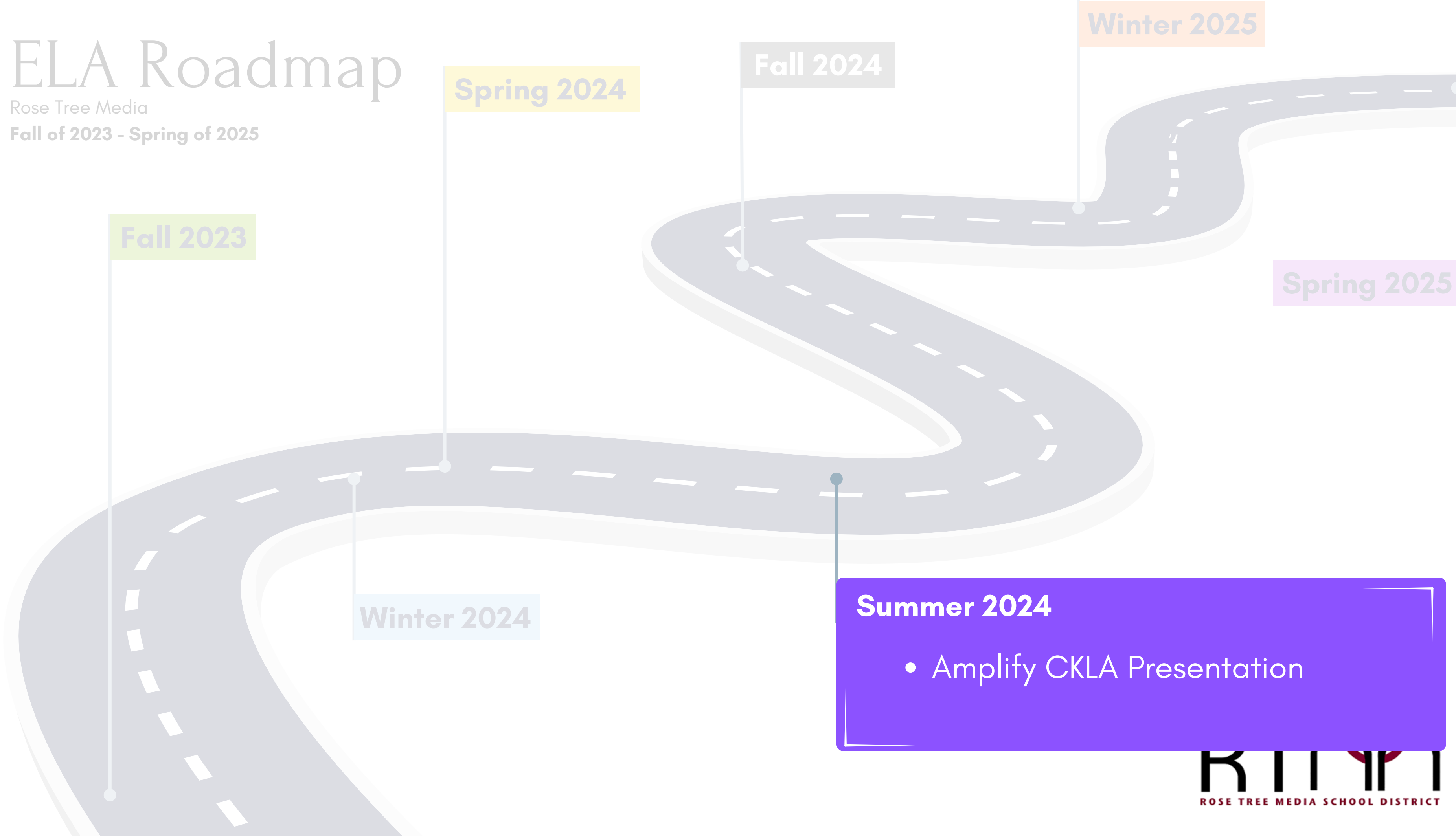
Winter 2024

Summer 2024

# ELA Roadmap

Rose Tree Media

Fall of 2023 - Spring of 2025



Fall 2023

Spring 2024

Fall 2024

Winter 2025

Spring 2025

Winter 2024

**Summer 2024**

- Amplify CKLA Presentation



# ELA Roadmap

Rose Tree Media

Fall of 2023 - Spring of 2025

Fall 2023

Spring 2024

Winter 2024

Winter 2025

## Fall 2024

- Amplify ELA Pilot in place at Middle School
- Elementary in-service dedicated to Structured Literacy presentations:
  - Foundations
  - 95th Percent Group
  - CKLA
  - Collaborative Classroom
  - Arts & Letters



# ELA Roadmap

Rose Tree Media

Fall of 2023 - Spring of 2025

Fall 2023

Spring 2024

Fall 2024

Winter 2024

Summer 2024

## Winter 2025

- Gathering feedback for pilot decision
- Grade-level coordinator participation
- Additional resources for teachers and administrators
- Elementary pilot begins

# ELA Roadmap

Rose Tree Media

Fall of 2023 - Spring of 2025

Fall 2023

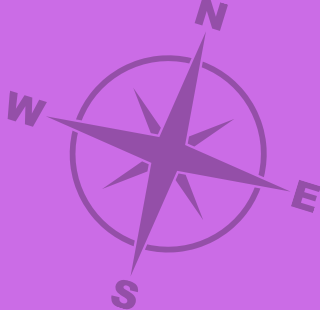
Spring 2024

Fall 2024

Winter 2025

## Spring 2025

- Presentation of programs as part of the overall Curriculum and Instruction budget.



Winter 2024

Summer 2024

# ELA Roadmap

Rose Tree Media

Fall of 2023 - Spring of 2025

Fall 2023

Spring 2024

Fall 2024

Winter 2025

Spring 2025

# Thank You

Winter 2024

Summer 2024

