

**3<sup>rd</sup> Grade Reading Change Action Network**  
**Excellent School Visits Debrief: 9/5/19**



**Strategies**

*What practices did school staff share that led to growth in 3<sup>rd</sup> grade reading proficiency?*

Powder Springs Elementary Cobb County Public Schools	Dunleith Elementary Marietta City Schools	Usher-Collier Elementary Atlanta Public Schools	Annistown Elementary Gwinnett County Public Schools
<ul style="list-style-type: none"> <li>• Arts-integration strategies and instructional focus</li> <li>• WIGS parent conferences</li> <li>• Balanced literacy instruction</li> <li>• Ensure teachers reach the close of each lesson</li> <li>• Teacher looping</li> <li>• i-station (bought with title I funds)</li> <li>• Vertical planning with other grade levels</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Decreased class sizes from 20-25 to 16-20 by giving every EIP teacher a homeroom</li> <li>• Shifted to units of study in k-5</li> <li>• Coaches began modeling and side-by-side teaching</li> <li>• Removed all academic programs on computers to focus on teaching</li> <li>• Every teacher on full TKES – 6 observations</li> <li>• Sent teachers to outside PD opportunities (metro RESA, Ron Clark, GBF, etc.)</li> <li>• Hired retired teachers as tutors during school day</li> <li>• Community outreach (met parents at HOA’s etc.)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ecosystem of community partnerships (Rollins, CHRIS 180, HandsOn Atlanta, etc.)</li> <li>• Summer enrichment program</li> <li>• Focus on moving “bubble” students</li> <li>• Parent university 4x yearly</li> <li>• Don’t believe in silence for children</li> <li>• Assigned strongest teachers to k-2 instead of 3-5</li> <li>• Hire retired teachers as tutors</li> <li>• Trauma-informed practices – first for adults, then children</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Shifted to units of study (Lucy Calkins)</li> <li>• Grouped students based on need by week 3 of school</li> <li>• Mentor teachers for new (0-2 years) teachers</li> <li>• Balanced literacy</li> <li>• Instructional focus teams align standards to instruction</li> <li>• District-provided interventions for tiers 2, 3</li> <li>•</li> </ul>

**Common strategies across schools**

Focus on: instructional coaching and frequent feedback to teachers, analysis of formative assessments/student data and shifting instruction to match needs, learning about students as individuals, collaborative planning time, and restorative discipline practices.