



District

Hartford Public Schools

School(s)

Redwood Elementary

Grade(s) of Implementation

Kindergarten through Third Grade

Best Practice with Description

Over the past two years, there has been a coaching collaboration between the local building coach at Redwood Elementary and VBISD's Early Literacy Coaches around a school-wide focus of increasing motivation and engagement in students (K-3 Practice 1) by increasing access to text (K-3 Practice 8) and one-on-one conferencing around reading and writing (K-3 Practice 8). The following steps have been taken in order to support the work:

- Literacy leadership team created; team meets regularly to determine professional learning and next steps (SW&CW Practices 1 & 4, Coaching Practice 4 & 7)
- Additional titles added to classroom libraries, including diverse texts; partnership with the Pokagon Tribe supported the purchase of classroom libraries, vessels for the newly purchased books, and two book vending machines (K-3 Practices 1 & 8, SW&CW Practices 3,9 & 10)
- Professional Learning using Essential Instructional Practices in Early Literacy K-3 Online Modules (K-3 Practice 1-Bullet 2 & Practice 8-Bullet 5, SW&CW Practice 4, Coaching Practices 1, 2,&3)
- Peer to Peer and Coach to Teacher Observations and Debriefs of one-on-one student conferencing (SW&CW Practice 4, Coaching Practices 2,3,5&6)

Metric/Assessment used to Determine Growth

Elementary Reading Attitude Survey - McKenna and Kear (1990) from Assessment for Reading Instruction, 3rd Edition by McKenna and Stahl (K-2)

Motivation to Read Profile - Revised from Assessment for Reading Instruction, 3rd Edition by McKenna and Stahl (K-2)

Evidence of Improved Outcomes

[Redwood Elementary Evidence of Improved Outcomes](#)

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