Our Plan for Professional Learning: Developing Literacy for All

Presentation for the RCSD
Board of Education

January 14, 2026 RCSD + California Reading and Literature Project (CRLP)

Supporting Every Reader

We want **every** student to succeed. This means giving our teachers the best tools to help students understand difficult texts.

Our Goal: Use smart training to improve how we teach and help our students reach better results.

Today's Topics:

- What we are learning and why we are learning it
- How teachers feel about it
- What happens next

Our "Why"

Comprehension	Mid or Above Grade level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
2025-2026	21%	12&	25%	16%	26%
2024-2025	21%	12%	21%	16%	29%
2023-2024	22%	12%	21%	17%	30%

i-Ready Beginning-of-Year (Baseline) data for the past three years

LCAP Goal 3 Academics
Action 3.2 Professional Development and coaching for all staff;
- Enhance professional growth and instructional effectiveness
- Implementing a comprehensive plan that includes ongoing training, coaching support

Timeline

Year	2023-2024	2024-2025	2025-2026
Purpose	Tk-5 Foundational Skills training CRLP and Heggerty	New-to-district Tk – 2 teachers Foundational Skills training CRLP	3-8 (6 – 8: SS and Science teachers) CRLP Results for Comprehension Training
Outcome	Consistent Foundational Skills instruction, based on regular assessment cycles	Consistent Foundational Skills instruction, based on regular assessment cycles	Teachers plan for use of 10 step protocol for reading comprehension

Goals: Through This Training, Teachers Will

Plan with Intention

Apply the basic components of backward design and text and task analysis to improve lesson planning

Scaffold Rigorous Texts

Learn to implement instructional strategies and routines to help all students understand complex text

Support

Learn strategies for differentiation to facilitate comprehension of core content texts for multilingual learners across levels of English language proficiency (I-ELD)
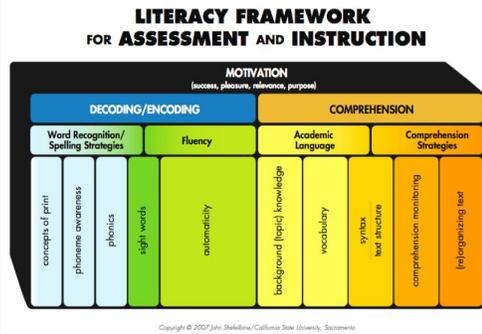
Encourage

Improve motivation and engagement for students to successfully and independently comprehend complex text in all content areas

Align

Recognize how the content of this literacy framework is aligned with the content and structure of the CA ELA/ELD Framework

Fueling Student Motivation

Based on the CRLP/Shefelbine Literacy Framework

Efficacy

By giving students the right reading "tools," they build the **"I can do this"** mindset. Success builds confidence!

Relevance

We connect texts to topics students care about. When kids see value in what they read, they work harder to understand it!

Purpose

Students learn that growth comes from deliberate practice and smart strategies. They see that their own hard work leads to success.

The Right Foundation

Our work matches the official **California ELA/ELD Framework**. This means we are using the best research-based methods proven to help kids learn.

> We are building a bridge between state standards and classroom success.

What Our Teachers Are Saying

"Best training I've had! The framework is very well planned."

"I would really appreciate more days like this."

"Thank you! All parts were useful, even for experienced teachers!"

Teachers feel supported and ready to grow!

Our Progress So Far

Coaching

Coaches are available to help teachers include the 10-step process in their daily lessons.

Resources

We created a website where teachers can share and find planning tools.

Leadership

Principals have met with CRLP experts to learn how to help our staff.

10-Step Instructional Flow: Before, During, and After Reading

Before Reading

Before students encounter a text, teachers focus on:

- Analyzing the text for relevance, demands, and objectives.
- Setting a clear purpose for reading to share with students
- Building vocabulary words
- Planning what students will *do* to show they understand

10-Step Instructional Flow: Before, During, and After Reading

🔍 During Reading

Students learn to "drive" their own learning. They monitor their own understanding while they read.

✔ After Reading

Students use routines and strategies to check what they learned and connect it to the core content.

New training on these steps began January 5!

Looking Ahead

Sustaining Our Growth

a. We want to keep this program going for all new teachers coming into our district.

b. Good teaching takes time. We are working to ensure teachers have the **collaborative planning time** they need to apply these new skills effectively.

c. We are committed to continuing the building of our RCSD online resource, where teachers can share lessons embedded with our core curriculum.

Building Bright Futures

Our students are full of potential.
By investing in our teachers, we
are investing in the **literacy
skills** our kids will use for the
rest of their lives.

**Every student a reader. Every
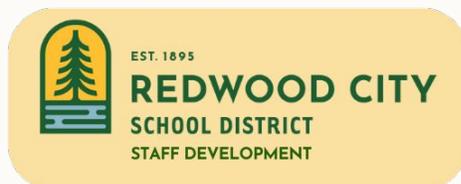teacher a leader.**

Questions?

Thank you for your commitment to our students' literacy.

Laura Pulido-Lopez

Bronia Whipp

Instructional Coaches,

RCSD Staff Development

REDWOOD CITY SCHOOL DISTRICT STAFF DEVELOPMENT

FOSTERING...

EMPOWERED LEARNERS

KNOWLEDGE CONSTRUCTORS

EFFECTIVE COLLABORATORS

CREATIVE COMMUNICATORS