

## School District of Elmbrook Literacy Beliefs

The School District of Elmbrook affords all students a comprehensive literacy program that includes:



- A classroom culture that fosters engagement in high-quality literacy learning processes, where each student’s strengths and needs as a reader/writer are used to drive instruction.
- Quality Tier I instruction that occurs in the classroom where materials and activities are differentiated based on the needs of individual students.
- Rigorous instruction that incorporates high expectations and successful literacy experiences for all students.
- Early literacy instruction that fosters an understanding and working knowledge of concepts of print, the alphabetic principle, phonological awareness, phonics and word recognition, and fluency.
- Multiple opportunities to read, write about, and discuss a wide variety of texts daily.
- A classroom environment that provides for efficient learning routines and ensures effective management of time and materials.
- A “gradual release of responsibility” model of teaching that provides for modeling, scaffolding, practice, and application of reading and writing strategies.
- Systematic analysis and use of formative, benchmark, and summative assessment to inform instructional decisions and practices.
- Differentiated instruction that ensures equity for all students and where teachers use consistent terminology, purposeful activities, and ensure high-quality interactions with multiple texts.
- Consistency within and across grade levels and schools.
- Reflective teachers who evaluate their own teaching and make adjustments based on the individual and collective needs of their students.
- High-quality professional development for teachers that includes support for implementing new practices within their classrooms.
- Principals who understand literacy processes and know what to look for in high-quality literacy instruction