



December 16, 2025

Dr. Wayne Anderson, Interim Superintendent  
School District of Beloit  
1500 4<sup>th</sup> Street  
Beloit, WI 53511

Dear Dr. Anderson,

The Hendricks Family Foundation exists to support local organizations that strengthen and sustain a thriving Beloit community. Improving educational opportunities and outcomes for children in the city is our highest and most important priority.

With this in mind, we respectfully submit this communication as a contingent offer of support to fund a turn-around pilot project at one elementary school in the Beloit School District. Funding for a pilot allows the district an opportunity to test strategies that may offer scaleable and sustainable solutions to improve academic achievement.

#### Scope of Pilot Offer

##### **Time-Frame**

We would propose a pilot launch to coincide with the start of the 2026-27 academic year and continuation for two additional years, contingent on satisfactory progress in achieving mutually agreed upon objectives.

We are respectfully requesting formal action by the Board of Education indicating their intent to pursue or decline the partnership offer by early to mid-February of 2026.

We recommend selection of the pilot elementary school by March 2026 and would expect district due diligence to be ongoing during this timeframe.

Please see details below for additional information regarding a suggested timeline.

##### **High-Intensity Literacy Tutoring** (See attached background information)

As you are aware, 3<sup>rd</sup> grade literacy rates in the district dropped in the 2024-25 academic year. 14.1% were defined by the Department of Public Instruction as “meeting expectations”, down from 21.7% the prior year. Research tells us that only one in 5 struggling 3<sup>rd</sup> grade readers catch up by grade 6 and these students are 4 times more likely to drop out of school. We understand this is a concern of the Board of Education and district leadership. We share the concern.

Open Literacy utilizes a virtual model to provide literacy tutoring to students throughout the country. The model includes staffing by licensed educators who develop supportive one-one relationships with students.

The model requires a minimum dosage of 3, 30-minute sessions per week and a student attendance rate of at least 85%. Sixty-three percent of participating students achieve two years of growth in one year (regardless of attendance). The program integrates data dashboards, educator access to real-time information, supportive literacy lessons, and parent progress reports. The intervention and reports align with Act 20 requirements.

The foundation collaborated with Open Literacy to explore options related to right-sizing a pilot project and determined that 60 slots would be both meaningful and manageable for the selected school. Our recommendation is that slots be distributed 20/20/20 for 1<sup>st</sup> through 3<sup>rd</sup> grade. We would expect to work with a selected school to establish prioritization of slots along that distribution. Please note this is slots, not students so as students achieve grade level their slot can be filled by another student.

Students participating in the intervention must have access to basic tools including a chromebook, headphones, a dry erase marker, and a personal white board. School staff must provide logistical coordination, basic supervision and parent communication. Effective implementation relies on block scheduling and cannot be scheduled during Tier 1 instruction or special events. The foundation is prepared to introduce district staff to teams currently utilizing the model to support exploration of practices needed to implement the program with fidelity.

The cost of the intervention will be funded directly by the foundation.

### **School-wide Culture and Coaching**

Driving meaningful improvement in our local outcomes is critical to the future of our children and requires change at the school level. Skyrocket Education has been engaged in this work across the country for more than a decade.

The foundation is prepared to offer intensive support from the Skyrocket team to a selected school. The basic agreement would be structured to offer onsite leadership development and coaching approximately 3 days per week with a focus on building and implementing the mindsets, practices and protocols intended to ensure high quality instruction and accountability. The work of the Skyrocket team will be led by the founder, Michael Sonbert, and will be built around the Skyrocket model which includes three scaffolded strands:

- Classroom Management
- Content Instruction
- Rigorous Academics

The contract will be funded in full by the foundation.

### **School-wide Staff Bonus**

We respect and understand that school turnaround work is hard and the expectations of staff in the selected school will be high. With that in mind we have budgeted funds that could be used to support school-wide bonuses if defined outcome measures are achieved. We understand this may require engagement with key stakeholders including the teachers union and would expect to work with those stakeholders to structure a mutually agreeable plan.

We have budgeted funds for the bonus and would make those available to the district for the awards if objectives are achieved.

### **Impact, Sample Measures**

Evaluation will require collaborative work among all stakeholders and formal definition of measurable outcomes can be defined during the due diligence process. In order to assist in building understanding we are including a sample of measures that may be considered.

#### *High Intensity Tutoring:*

- 90% of tutored students increase WCPM in oral reading fluency by one year within one year or less of tutoring.
- Improved attendance rate for tutored students.
- Year-over-year improved 1<sup>st</sup> – 5<sup>th</sup> ELA proficiency.

#### *School Culture – Coaching & Professional Development:*

- Improved job satisfaction among teachers.
- Improved teacher retention.
- Improved attendance rate for school.
- Improved academic outcomes for the pilot school that exceed improvements in other district elementary schools.
- Reduction in suspensions/expulsions.

### Due Diligence and Decision-Making

This offer is contingent on successful negotiation of a partnership agreement satisfactory to both parties. We do respect that district leaders and decision-makers will have a wide range of questions related to this opportunity; the challenge is always in navigating the details required for successful partnership. We do understand the importance of fully vetting the various elements of this offer and also understand the district may choose to decline the opportunity.

We are proposing the following timeline for exploratory work:

- Follow up dialogue with district leadership – December 2025
- Introduction/Exploratory sessions with Open Literacy and Skyrocket – January 2026
- Potential trip to visit schools and/or virtual dialogue with schools using proposed models – January 2026
- Formal Board Decision – Early to Mid-February 2026
- Submission of Elementary School Proposals – February 2026
- Joint Selection of Elementary School – March 2026
- Final grant/contract negotiation – February – March 2026

The school selection process will be critical to the success of the pilot. It will be imperative that the principal and their team are vested in growth and transformative change and have sufficient opportunity to ask questions and understand what will be needed to succeed. We are including a basic proposal form to be completed by the principal and the superintendent. If there is more than one interested school we are proposing that the foundation and district work in partnership to make that selection.

Closing

We hope the district will give serious consideration to this opportunity; we are prepared to invest the time and effort needed to support that work.

With deep respect,

*Lisa Furseth*

Lisa Furseth  
Executive Director

Cc: Beloit School District Board of Education

Attachments:

Public Remarks

School Proposal Document

Open Literacy Background Materials

Skyrocket Education Background Materials

Good evening. Thank you for allowing me a few moments to speak with you tonight. I'm here on behalf of the Hendricks Family Foundation because we believe deeply in the potential of Beloit's children and want to partner with you in a focused effort to improve 3<sup>rd</sup> grade literacy.

We are here offering to support a three-year pilot – with funding contingent on meaningful annual progress – that focuses on improving outcomes at one elementary school. The pilot would include three primary components: high-intensity tutoring, leadership and culture coaching and defined staff incentives for meeting school-wide goals. The investment value for the pilot is estimated at \$2.5 million.

The foundation is offering to contract to provide high intensity tutoring slots for 60 elementary students in the selected school. The vendor – Open Literacy – has a proven track record of effective intervention and experience working with schools. The tutoring would be delivered virtually, which allows for consistency and access to a certified team of interventionists.

The foundation would contract to provide intensive coaching and culture work, focused on principal and instructional leadership, embedded in 3 specific areas: classroom management, content instruction and rigorous academics.

Skyrocket education – led by founder Michael Sonbert – has supported schools across the country in building the instructional and cultural practices necessary for rapid improvement. The work is demanding but it is also transformative.

To honor the required commitment and effort, as well as the necessary interest and openness to change, the foundation will include resources for structured staff bonuses tied to clearly defined, measurable school-wide outcomes

Because we are committed to results – not just activity – it is important that we be transparent about what will be required for a pilot to succeed. These conditions are based on evidence of what works for school turnarounds.

1. The unanimous approval of the Board of Education. We are asking for a public vote subject to the necessary due diligence and deliberation. Without explicit buy in this cannot work.
2. Buy in and engagement from the superintendent and the instructional leaders in the district.
3. A commitment to collaboratively evaluate the effectiveness of the interventions including allowing access to data.
4. Constructive engagement with all key stakeholders.
5. An agreement not to reallocate resources away from the selected school to another as a result of the pilot unless agreed to by all key stakeholders.

6. Commitments from the selected elementary school team, including the following:
  - a. A vision for change from the principal to grade-level teams;
  - b. A willingness to change adult practices, not just student behaviors including adult learning, summer training, ongoing PD, teacher coaching and real-time feedback;
  - c. Consistent systems to address behavior and instructional routines based on the skyrocket model;
  - d. Transparent use of data to drive improvement;
  - e. Strong, predictable schoolwide culture;
  - f. Collaborative Team Structures;
  - g. Transparent, collaborative leadership
  - h. Persistence

We have packets with this information as well as additional relevant details for all of you. We respect there will be many details to discuss. We will leave the packets with Ms. Shope. In order to encourage community dialogue and facilitate transparency, we also plan to provide a copy of the materials to the Beloit Daily News.

For the pilot to launch effectively in 2026-27, approval and selection of the pilot school will need to be in place by March, allowing time for planning and spring preparation.

We love this city and believe every child deserves the chance to soar. There is a Tibetan proverb, "A child without education is like a bird without wings." We have to teach our kids to read, to do math...we have to give them wings. As the adults in the room – that is our charge.

The foundation intends to continue to support The Lincoln Academy. It is working for lots of children and that is our north star. And yet there are thousands of children who walk through these doors everyday too. So what do we do? What do we do when doing nothing is not an option?

I can't count the thousands of conversations I have had that center on that question. *What do we do?* It comes up at meeting after meeting and comes up at the meetings after the meeting. It comes up at my dining room table when I have guests in my home. We spend so much time, intellect and heartache asking that question – what can we do?

And thus, our offer. For some of you it may also be an olive branch. What could we accomplish if we took the risk and tried something together?

What we are proposing is a one school solution, not a district wide road map though if successful it could provide strategies to leverage in other schools. We know meaningful change is challenging, and no single approach will solve every issue – but we believe

this gives us a real opportunity for progress – and more of the same is simply not a promising recipe.

I want to finish with a thank you. Our thanks to the Board and to every staff member in this district. If we have learned anything unequivocally in the past several years it is that education is hard. Thank you for showing up and for doing the hard work on behalf of our children and our community.

We respect the deliberation and decision-making journey ahead and stand ready to engage in deeper conversations as you consider this opportunity.

Have a great night and a blessed holiday season.

**School District of Beloit Elementary Pilot Proposal (to be completed by the Principal)**

Elementary School \_\_\_\_\_

Principal \_\_\_\_\_ Number of Years in Position \_\_\_\_\_

Staffing Numbers: \_\_\_\_\_ Educators \_\_\_\_\_ Para-educators \_\_\_\_\_ All

Current Year Enrollment (3<sup>rd</sup> Friday count) \_\_\_\_\_

2024-25 ELA Proficiency Rate \_\_\_\_\_ (all) \_\_\_\_\_ Grade 3

2024-25 Math Proficiency Rate \_\_\_\_\_ (all) \_\_\_\_\_ Grade 3

**High Intensity Literacy Tutoring**

**The Project will provide 60, 1:1 virtual tutoring slots for elementary students in grades 1 - 3 who are not meeting grade-level proficiency expectations.**

School-level commitments

- We will establish clear priorities for participation and consistently follow those priorities during pilot implementation. Our proposed priorities include the following (please include prioritization for student participation):
  - We will identify a school-based lead, provide orientation for teachers and educational assistants and develop consistent practices and routines to support implementation.
  - The school will manage scheduling to ensure selected scholars are able to attend three, 30-minute sessions per week.
  - Tutoring will not be scheduled during Tier 1 instructional times or during special school activities.
  - We will actively work to ensure 85% attendance in tutoring sessions and understand that students will be removed from the tutoring roster if attendance falls below that level.
  - We will proactively engage with parents of any students who are at risk of losing access to tutoring supports as a result of low-attendance.
  - We are able to provide space, chromebooks, headsets, whiteboards and supervision as basic supports for tutoring sessions.
  - We will provide notification to parents regarding participation in tutoring and will utilize available Open Literacy progress reports to keep parents informed of student progress.
  - We will actively engage with our teams and all key stakeholders to monitor and evaluate progress.

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Signature of Principal, Date

## Coaching and Culture

**The foundation will provide coaching and consulting supports in order to build and implement consistent, aligned culture and practices centered on the academic needs of students.**

### School-level Commitments

- All building staff will commit to and actively participate in the work needed to build outcomes, including the adoption of a growth mindsets and ongoing adult learning.
- All staff will agree to participate in coaching and will openly receive feedback to support improvement.
- Teaching staff will agree to submit lesson plans on a regular and ongoing basis in order to receive feedback.
- The school will commit to implementing and/or strengthening grade teams, leadership teams, special education and student support teams including regularly scheduled meetings with common protocols.
- The school team agrees to follow shared routines, language, expectations and consequences.
- The school will actively use and share data to inform and improve practices.
- School and district leadership will actively work to cultivate ongoing support of staff and other key stakeholders in designing and implementing new practices.

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Principal signature, Date

I confirm that I have reviewed and discussed this submission with the school team and will actively work to support implementation if this school is selected for the pilot.

I agree to fully support the collaborative partnership work associated with the implementation of the proposed pilot including negotiating a final funding agreement.

I understand the pilot may require some modification and/or exemption from district practices and I will work in good faith to negotiate those issues with relevant stakeholders.

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Superintendent Signature, Date



OpenLiteracy®

Transforming  
Tier II and Tier III Instruction

# OpenLiteracy<sup>®</sup>

## 1:1 Tutoring



With OpenLiteracy high-impact tutoring, students meet their **dedicated tutor** through our secure video platform during the school day. Each lesson is guided by **assessment data** and designed to advance students' decoding and comprehension skills. Our Learning Specialist team monitors **individualized** learning plans, ensuring they are tailored to each **student's unique needs**.



**30 Minute Lessons**  
**3 x Week**



**Certified Teachers**  
**as Tutors**



**Consistent Tutor-  
Student Pairing**

## SCHOOL EXPERIENCE

- Sessions **seamlessly integrated** into the school day
- Access to a **data dashboard** displaying attendance, progress, and engagement data - updated weekly
- **Data deep dive** meetings to discuss student progress and maximize the impact of tutoring
- Ongoing tech and programming support

## OUR TUTORS

- **Certified teachers** with an average of 15 years teaching experience
- Hired through a **rigorous application process**, focused on recruiting those with experience working with ELs
- Participate in ongoing training and **instructional coaching cycles**
- Complete FBI fingerprinting and **background checks** as part of hiring process.



# Your Turnkey 1:1 Tutoring Solution

OpenLiteracy's tutoring solutions are aligned with the Science of Reading and designed to accelerate foundational reading skills for students in grades K-6. We partner with schools and districts to accelerate literacy growth, with a focus on students reading significantly below grade level in reading. We have deep expertise in working with English Learners, students with disabilities, and older struggling readers.

## Why Principals and Superintendents Choose OpenLiteracy

- **Students love tutoring:** Students are highly engaged, excited to meet with their tutor, and making measurable gains in reading.
- **Evidence-based:** Aligned with everything we know about really effective tutoring and really great reading instruction.
- **Easy to implement:** A dedicated school liaison is assigned to each school and guides you through onboarding and implementation.
- **Flexible scheduling:** We fit into your school day, afterschool programs, and summer school.
- **Data transparency:** Each school has a dedicated data dashboard that provides insights into attendance, students' performance on individual lessons and overall data trends.



Science of Reading Based Curriculum That Works



Individualized and Highly Engaging Instruction



NSSA Tutoring Program Design Badge Recipient

## 1:1 Virtual Tutoring

- 1:1 live virtual tutoring with a certified teacher.
- Individual learning plan for each student, tailored to their unique learning needs.
- Seamlessly integrated into the school day, afterschool or summer school schedule.
- Ongoing tech and programming support.
- Access to a data dashboard displaying attendance, progress, and engagement data - updated weekly.
- Data deep dive meetings to discuss progress and maximize the impact of tutoring.

# TRANSFORMING TIER II AND TIER III INTERVENTION

## A Proven Tutoring Program

OpenLiteracy's 1:1 tutoring program is designed to help students master foundational reading skills and become fluent readers. Our evidence-based 1:1 approach has been proven as a scalable solution to accelerate early literacy outcomes for high-need students. Research by the Center for Research in Public Education shows that OpenLiteracy students gained an additional 9 months of learning in one year of tutoring as measured by DIBELS ORF.



**95% of students can learn to read well with really great reading instruction.**

## Our Results

- 95% of OpenLiteracy students exceeded growth expectations in at least one foundational reading skill in 2024-2025.
- On DIBELS Oral Reading Fluency-Accuracy assessment, tutored students grew much more than their peers, achieving **nine months of additional learning** compared to their non-tutored peers.
- 68% of OpenLiteracy students **increased their phonics skills by four or more levels on the CORE Phonics Assessment, which is twice the typical annual growth** based on district expectations.
- Students who receive OpenLiteracy tutoring **demonstrate greater gains on the i-Ready Phonics for Reading** assessment compared to their non-tutored peers.

### Oakland Unified School District Oakland, CA

In September 2025, we launched our third year of work in OUSD, one of the most linguistically diverse school districts in the country. In 2024-2025, 93% of Tier III students made 1 or more levels of growth on the Core Phonics Screener.

### Milwaukee College Prep Milwaukee, WI

In 2024-2025, we worked exclusively with 4<sup>th</sup> and 5<sup>th</sup> graders reading significantly below grade level. 75% of students made 4 or more levels of growth on the CORE Phonics Screener.

# OpenLiteracy®

## Our Curriculum

### FOUNDATIONS

OpenLiteracy Foundations is a systematic and sequential phonics sequence of over 140 lessons designed to take beginning readers from letter sounds to fluent decoding.

128 lessons aligned with the UFLI recommended scope and sequence

lessons follow a clear, predictable routine

English Learner supports for every lesson



lessons built for maximum student engagement

vocabulary building, comprehension, and meaning checks built into each lesson

explicit, direct instruction paired with ample reading and writing practice

OpenLiteracy offers a curriculum for every stage of literacy development. Our digital tools empower educators to deliver high quality remote tutoring and small group instruction with ease.

### NONFICTION NAVIGATORS

Nonfiction Navigators is a series of 300 lessons that builds content knowledge, vocabulary, fluency, and reading comprehension through engaging, carefully curated text series.

explores high-interest and curriculum-aligned nonfiction topics

text series at the 3-5<sup>th</sup> grade reading levels with 100 lessons at each level



lessons focus on nonfiction text features to help students understand informational writing

designed to deepen comprehension, strengthen literacy skills, and foster curiosity

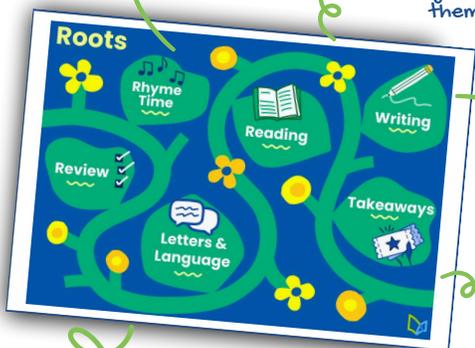
### ROOTS

Beginning Reading for Newcomers

Roots is a structured, engaging phonics program designed to build early literacy skills and English confidence.

organized into 11 thematic units

reinforces vocabulary and initial sounds through relatable themes



letter and letter-sound instruction accessible to newcomers in the recommended letter sequence

builds oral language and English confidence

concludes with a real-world takeaway activity to help students apply their new English skills

For more information, check out our website



## Designed with English Learners in Mind

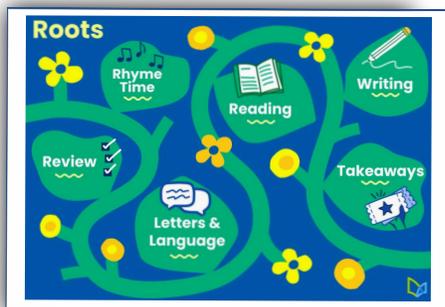
OpenLiteracy's curriculum supports English Learners with accessible instruction and intentional language development, ensuring all students build academic language and literacy skills they need for success.

# CURRICULUM DESIGN

- ✓ **Predictable** lesson structure and familiar routines
- ✓ **Strategic review** of previously learned skills for repeated exposure and practice
- ✓ Explicit attention to **comprehension** at the word, sentence, and paragraph-level
- ✓ Real **photographs**, reflecting student populations and relatable activities

## ROOTS

Roots: Beginning Reading for Newcomers focuses on oral language, letter sounds, and vocabulary, preparing students to enter Foundations with language confidence and strong letter-sound knowledge



### Roots Lesson Features:

- **Thematic poems** reinforce vocabulary and letter-sound connections and provide practice with English pronunciation and intonation.
- **Spiraling pattern activities** strengthen memory, vocabulary, and prime students for recalling phoneme-grapheme correspondence.
- **Relatable texts** with vocabulary repetition, initial sound identification, and follow-up speaking activities.
- **Initial sound** writing contextualized within the story and theme.
- **“Takeaway” scenarios** encourage applying skills in real-life situations.

## LANGUAGE LAB

Language Labs are interactive oral-language activities embedded in each Foundations lesson, providing intentional practice with the lesson passage's language in meaningful context.



### Language Lab Features:

- **Versatile design** allows educators to use individual sections or the entire sequence, based on student needs.
- **Vocabulary routines** include pronunciation practice, blending, and comprehension checks.
- **Controlled oral practice** for speaking at the sentence level and in conversational context.
- **Intentional preview** of the lesson's passage, including an overview of characters, setting, and background knowledge for understanding the plot.
- Pre-teach key words using the **picture glossary** of terms from the passage



**OpenLiteracy<sup>®</sup>**  
**Individualized**  
**Learning and Data**

# Individualized Learning Plans

Session #	Date	Attendance	Skill	Lesson	Lesson Guide	Passage	Exit Ticket	Exit Ticket (# correct)
1	09/30/25	Present	Build Rapport	<a href="#">Welcome Deck</a>	<a href="#">Welcome Deck LG</a>			
2	10/01/25	Present	Assessment	<a href="#">Phonics Skill Survey</a>	<a href="#">Phonics Survey Protocol</a>			
3	10/02/25	Present	CVC	<a href="#">Lesson 19: short vowel review</a>	<a href="#">Lesson 19 Lesson Guide: short vowel review</a>	<a href="#">Lesson 19: Ted the Pug</a>	Word Race	6
		Start New Lesson,...	CVC	<a href="#">Lesson 20: ending -s</a>	<a href="#">Lesson 20 Lesson Guide: ending -s</a>	<a href="#">Lesson 20: A Bug in a Cup</a>	Word Race	
4	10/07/25	Present	CVC	<a href="#">Lesson 20: ending -s</a>	<a href="#">Lesson 20 Lesson Guide: ending -s</a>	<a href="#">Lesson 20: A Bug in a Cup</a>	Word Race	7
		Start New Lesson,...	CVC	<a href="#">Lesson 21: ending s as /z/</a>	<a href="#">Lesson 21 Lesson Guide: ending s as /z/</a>	<a href="#">Lesson 21: Can I Get a Pet?</a>	Word Race	
5	10/08/25	Present	CVC	<a href="#">Lesson 21: ending s as /z/</a>	<a href="#">Lesson 21 Lesson Guide: ending s as /z/</a>	<a href="#">Lesson 21: Can I Get a Pet?</a>	Word Race	8
		Start New Lesson,...	CVC	<a href="#">Lesson 22: k/sk</a>	<a href="#">Lesson 22 Lesson Guide: k/sk</a>	<a href="#">Lesson 22: Kim Can Skip!</a>	Word Race	
6	10/09/25	Present	CVC	<a href="#">Lesson 22: k/sk</a>	<a href="#">Lesson 22 Lesson Guide: k/sk</a>	<a href="#">Lesson 22: Kim Can Skip!</a>	Word Race	6
		Start New Lesson,...	CVC	<a href="#">Lesson 23: h</a>	<a href="#">Lesson 23 Lesson Guide: h</a>	<a href="#">Lesson 23: Can I Get a Hat?</a>	Word Race	10
	10/14/25	Absent	CVC	<a href="#">Lesson 24: r</a>	<a href="#">Lesson 24 Lesson Guide: r</a>	<a href="#">Lesson 24: The Red Hen</a>	ORF Practice	WCPM:
7	10/16/25	Present	CVC	<a href="#">Lesson 24: r</a>	<a href="#">Lesson 24 Lesson Guide: r</a>	<a href="#">Lesson 24: The Red Hen</a>	ORF Practice	WCPM: 48 in 40 sec.

# School Dashboards

**School Overview** | Attendance Data | Data Snapshot | Student Learning Plans | Shoutouts

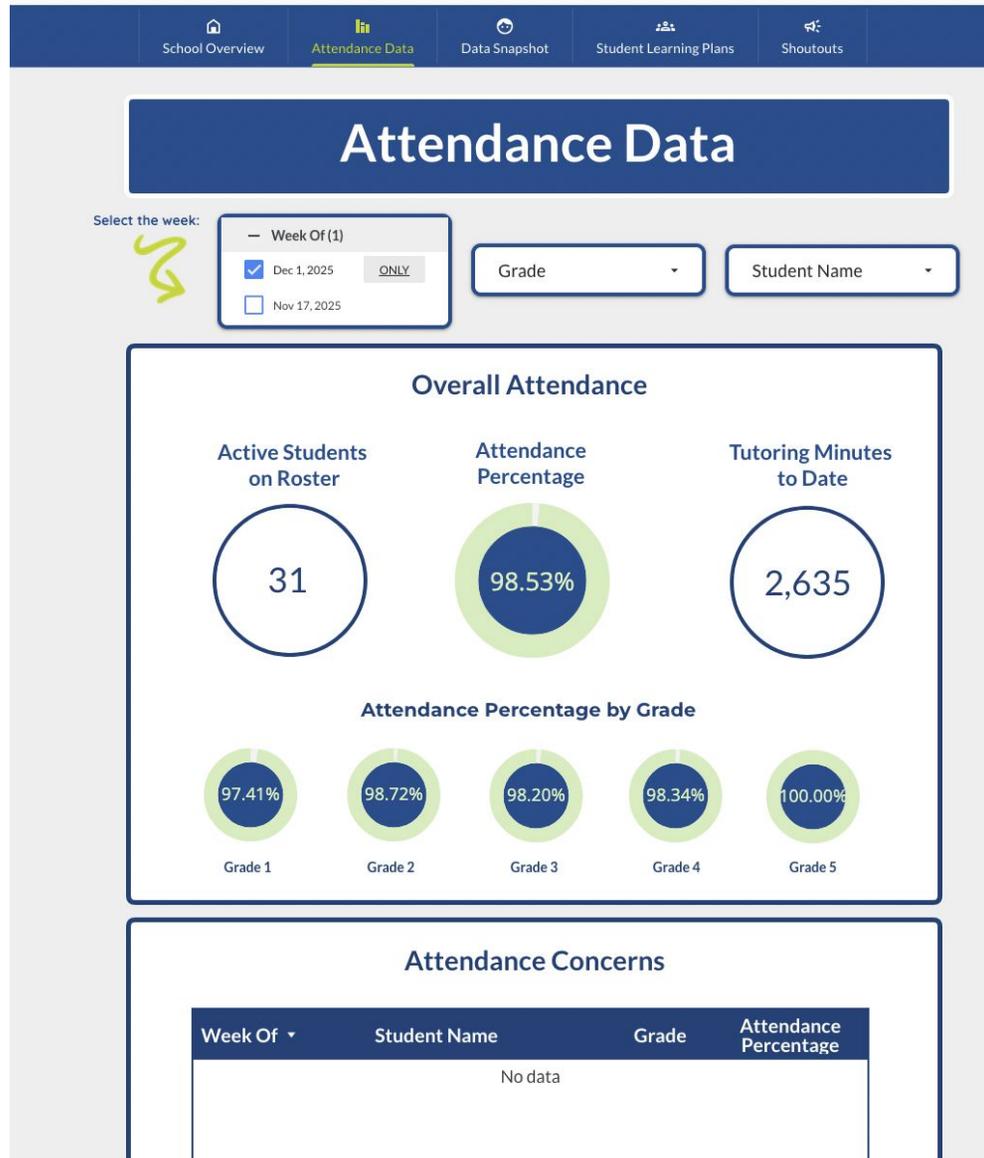
**Elementary** 

Your school liaison: Mikaela [REDACTED]  
Immediate assistance: [REDACTED]

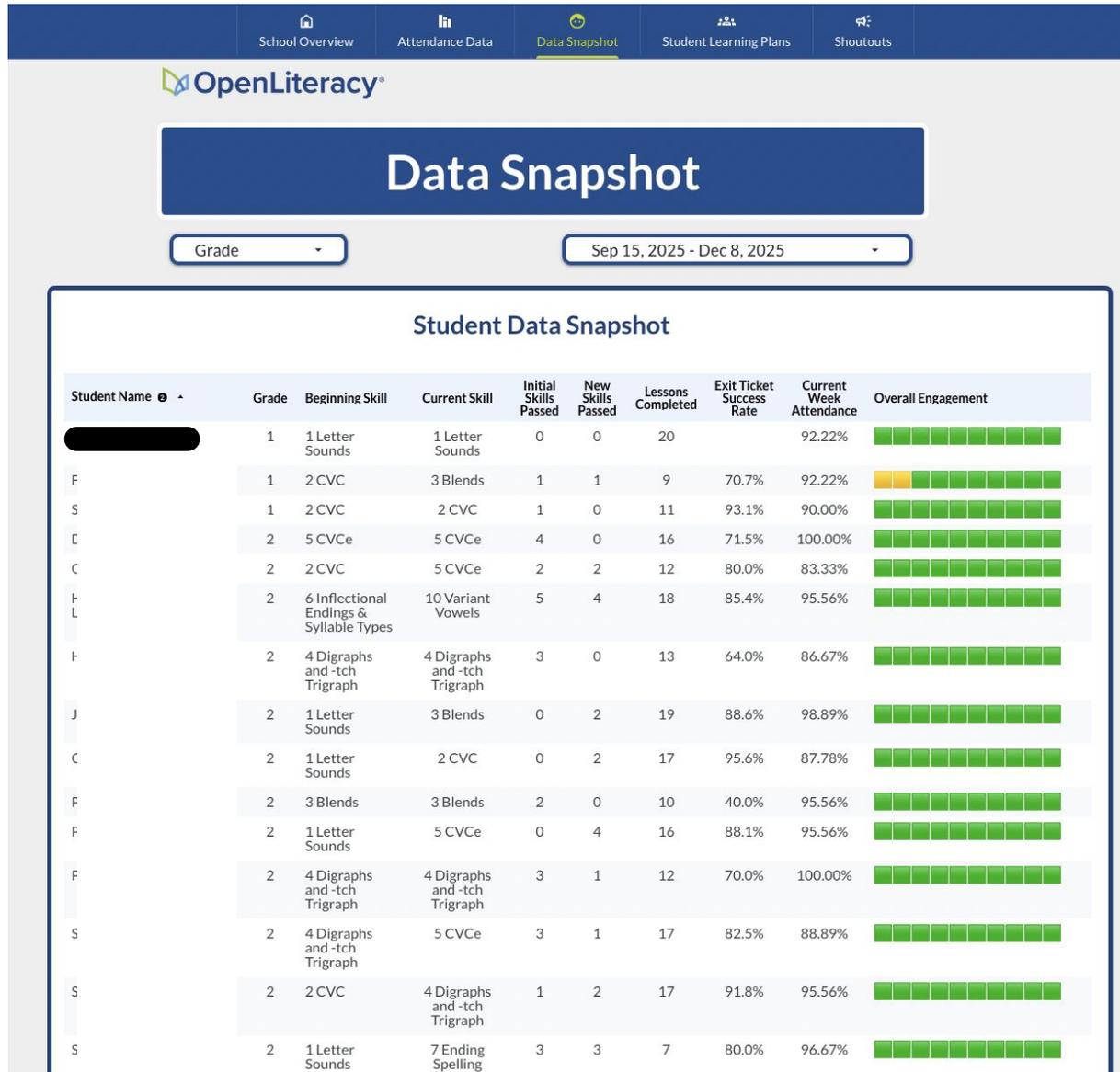
### Helpful Links

-  **Report Advanced Cancellations**  
(e.g., Field Trip)
-  **Request Roster Change**
-  **Data Meeting Notes**
-  **Make a request, provide feedback**
-  **Email School Liaison**
-  **Technology Troubleshooting Resources**

# School Dashboards



# School Dashboards



# School Dashboards

The screenshot shows a dashboard for 'Student Learning Plans'. At the top, there is a navigation bar with icons and labels for 'School Overview', 'Attendance Data', 'Data Snapshot', 'Student Learning Plans' (which is highlighted), and 'Shoutouts'. Below this is a large blue header with the text 'Student Learning Plans'. Underneath the header is a filter bar with a 'Filter' button and dropdown menus for 'Tutoring Days', 'Student First Name', 'Grade', and 'School'. The main content is a table with 19 rows of data. Each row contains a student's last name, first name, grade, tutor, start date, tutoring days, start time, and a link to the learning plan. The data is as follows:

Student Last Name	Student First Name	Grade	Tutor	Start Date	Tutoring Days	Start Time	Learning Plan Link
[Redacted]	[Redacted]	1	[Redacted]	Sep 29, 2025	MTR	11:45 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	1	[Redacted]	Sep 29, 2025	MTR	11:45 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	1	[Redacted]	Sep 29, 2025	MTR	11:45 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	2	[Redacted]	Sep 29, 2025	MTR	10:50 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	2	[Redacted]	Sep 29, 2025	MTR	10:50 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	2	[Redacted]	Sep 29, 2025	MTR	10:50 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	2	[Redacted]	Sep 29, 2025	MTR	10:50 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	2	[Redacted]	Sep 29, 2025	MTR	10:50 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	2	[Redacted]	Sep 29, 2025	MTR	10:50 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	2	[Redacted]	Sep 29, 2025	MTR	10:50 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	2	[Redacted]	Sep 29, 2025	MTR	10:50 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	2	[Redacted]	Sep 29, 2025	MTR	10:50 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	2	[Redacted]	Sep 29, 2025	MTR	10:50 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	2	[Redacted]	Sep 29, 2025	MTR	10:50 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	2	[Redacted]	Sep 29, 2025	MTR	10:50 AM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	3	[Redacted]	Sep 29, 2025	MTR	01:00 PM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	3	[Redacted]	Sep 29, 2025	MTR	01:00 PM	<a href="#">Learning Plan</a>
[Redacted]	[Redacted]	3	[Redacted]	Sep 29, 2025	MTR	01:00 PM	<a href="#">Learning Plan</a>

# School Dashboards

The screenshot shows a dashboard with a dark blue header containing navigation links: School Overview, Attendance Data, Data Snapshot, Student Learning Plans, and Shoutouts (which is highlighted). Below the header is a teal banner with the text 'Student Shoutouts! Celebrating your students' amazing work!' and a confetti icon. The main content area is a grid of blue boxes, each containing a shoutout for a student on a specific date. The shoutouts describe various achievements such as reading fluency, confidence, and progress in reading skills.

Date	Student Achievement
Thursday, Dec. 4	A round of applause for [redacted]. Her confidence has grown so much, and it shows in her reading. She is now reading words with accuracy and automaticity. She consistently scores high on her exit tickets. I'm proud of her progress and commitment.
Thursday, Dec. 4	[redacted] was a superstar in his session on Thursday! He always comes with a smile on his face and ready to learn!!
Thursday, Dec. 4	[redacted] had an amazing tutoring session on Thursday! She read 10 practice words correctly and shows huge progress in fluency. Keep up the great work, Charm!
Thursday, Dec. 4	[redacted] used the punctuation marks within the story to help him with his fluency while reading on Thursday! Go [redacted]
Thursday, Dec. 4	[redacted] is dedicated to improving her reading skills. This week, she scored 100% on her progress monitoring. She takes feedback and applies to her reading. Always ready for her lessons, she takes learning seriously. She is excited about her reading growth and is determined to keep improving. I am very proud of her diligence and work. She is a positive and hard working student. I enjoy being a part of her reading team.
Monday, Dec. 1	[redacted] started December on fire! He was reading cvc words with very little help. Great start to a new month.
Monday, Dec. 1	[redacted] did an awesome job on her Phonics Skill Checks on Monday! She showed improvement and put in great effort. I'm so proud of her hard work!
Thursday, Nov. 20	[redacted] was wonderful to work with on Monday. She arrived eager to learn, stayed focused, and put in a lot of effort throughout the session. I had the opportunity to substitute for her, and she was such a pleasure—engaged, motivated, and giving her best the entire time.
Thursday, Nov. 20	[redacted], passed letter sounds, cvc and blends progress monitoring lists. She works so hard each day. Keep it up!
Thursday, Nov. 20	I was so proud of [redacted] because I noticed a great improvement on [redacted]
Thursday, Nov. 20	[redacted] read with great fluency this week. She read [redacted]
Thursday, Nov. 20	[redacted] scored 90% on his exit ticket during his lesson on Monday [redacted]

# Friday Email



Dear [REDACTED] team,

We've updated your **OpenLiteracy Data Dashboard** for this week, and hope it's helpful as you check in on student progress. You can find it [REDACTED].

Looking forward to our data meeting on Friday, 12/12 at 11:00 (PT)

As always, thank you for your continued partnership and support.

Warmly,

Beth and the OpenLiteracy Team



Beth [REDACTED]  
School Liaison & Tutor

[REDACTED]  
[www.openliteracy.com](http://www.openliteracy.com)

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# Quarterly Data Meetings

## Data Wins

- Attendance is extremely strong and continues to improve week after week!
- 78% of students have progressed at least one level
- 83% of students who started below or in the CVC skill bucket have passed this skill



# Partnering with Communities, Elevating Practice, *Transforming* Schools

**850**

SCHOOL LEADERS

**6,500**

TEACHERS

**95,000**

STUDENTS AND FAMILIES

# Our Approach

The **Skyrocket Approach**, anchored in years of research and leadership and teaching best-practices, is custom designed to fit the needs of individual schools. School leaders and teachers work with their coaches to design a bespoke coaching plan that is rooted in data and practicality.

Our work is relational and rigorous, often being described by partners as feeling similar to taking a class at the local gym: it's challenging, but there's a high level of support throughout. And on the other side of it, progress!

Our three frameworks (leader, culture, and teacher) are the playbooks we use in our approach; however, we often marry our resources with current school resources to create as little disruption as possible.

We've seen that if school leaders and teachers are consistently and effectively executing the competencies on which we've trained them, students thrive in a strong learning environment that is rigorous, predictable, and growth-oriented.

**We Can! We Will! Skyrocket!**

The image displays three overlapping framework documents from Skyrocket Education:

- School Culture Framework (K-12):** Features three strands: 1. Foundational Systems, 2. Data-Driven Leadership, and 3. Joy in Equity. It includes a 'CULTURE OUTCOME GOAL' and 'FOUNDATIONAL LEADER ACTIONS'.
- Leader Coaching Framework (K-12):** Features three strands: 1. Fundamentals, 2. Coaching, and 3. Balanced Leadership. It includes a 'LEADER OUTCOME GOAL' and 'FOUNDATIONAL LEADER ACTIONS'.
- Teacher Coaching Framework (K-12):** Features three strands: 1. Classroom Culture, 2. Content Mastery, and 3. Rigor. It includes a 'STUDENT OUTCOME GOAL', 'FOUNDATIONAL TEACHER ACTIONS', and a 'RUBRIC FOR EVALUATION' with four proficiency levels: 75-84% (Emerging), 85-94% (Developing), 95-94% (Proficient), and 95-100% (Advanced).

# Our Results

**84%** of teachers report improved job satisfaction and classroom/school culture

**89%** of leaders report improved job satisfaction due to Skyrocket coaching

**94%** of teachers and leaders say working with Skyrocket met or exceeded expectations

**100%** of leaders find feedback from Skyrocket coaches extremely valuable

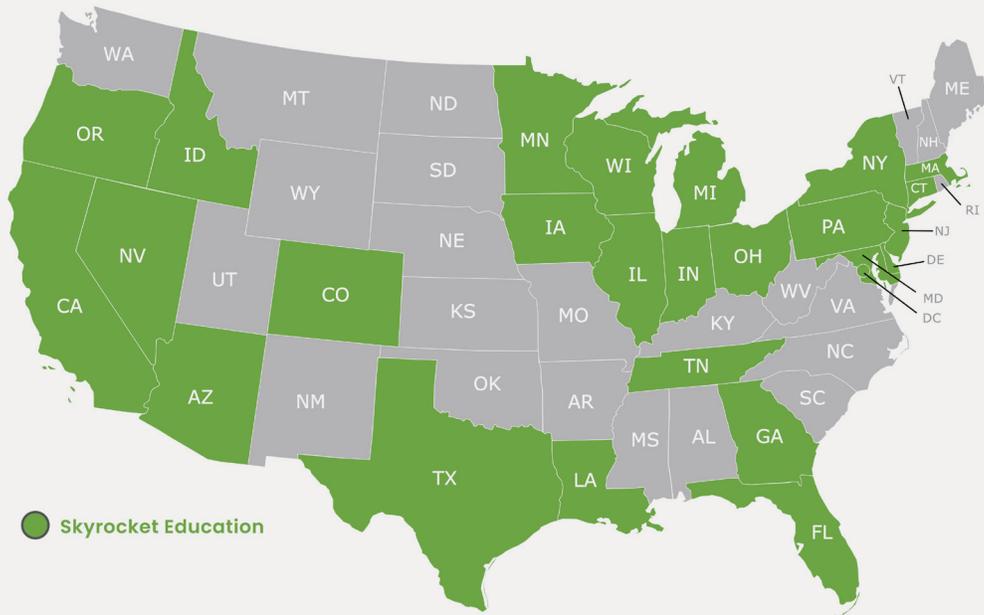


**In partner schools,** students experiencing poverty saw double-digit ELA and Math growth

**79%** of Skyrocket schools exceed state averages, closing opportunity gaps

**100%** of teachers agree that Skyrocket coaches provide actionable feedback and consistent follow-up

# What Our Partners Are Saying



**Our partnerships are more than just collaborations; they create movements. We unite with diverse organizations, from the University of Notre Dame to Milwaukee Public Schools, to lead initiatives that produce tangible, gap-closing impacts.**

**“ I have yet to encounter anyone who is both more compelling or actionable in terms of helping leaders improve.”**

**- Gregory O'Donnell**, Director, Center for Transformational Educational Leadership  
University of Notre Dame, South Bend, Indiana

*“I am always impressed by Sonbert’s ability to quickly diagnose classrooms and provide exactly the right professional development to support teachers and leaders to improve instruction.”*

**- Ryan Scallon**  
Former Assistant Superintendent,  
The School District of Philadelphia  
Current Superintendent,  
Portland, Maine Public Schools  
Philadelphia, Pennsylvania  
Portland, Maine

*“I am elated and grateful for my Skyrocket experiences. Skyrocket is passionate about equipping school leaders with what they need to lead. The practical, easy, and fun-filled conversation enhanced our coaching sessions. My leaders can’t stop talking about things that they have learned through Skyrocket. We will Skyrocket!”*

**- Janel Hawkins**  
Senior Director of School Transformation,  
Milwaukee Public Schools  
Milwaukee, Wisconsin

*“The model encourages our coaches to be more data-driven. It’s direct and easily gets teacher buy-in. We saw the quality of instruction in both our new and returning teachers improve dramatically using the model. Skyrocket was truly a transformational program for us.”*

**- Tim Gallo**  
Archdiocese of Chicago  
Big Shoulders Fund  
Chicago, Illinois

*“Skyrocket has provided our principals, assistant principals, coordinators, and instructional coaches the ability to impact teachers because of the specific feedback we are able to give. I have participated in the trainings with the coordinators and instructional coaches, and we always end our trainings on fire for more learning. It has been the most impactful training for our district.”*

**- LaCreasha Stille**  
Assistant Superintendent of Curriculum,  
Gainesville Independent School District  
Gainesville, Texas

*“Michael’s training combined the necessary headlines and overarching concepts in a compact crash-course that helped individuals understand how to effectively implement and fit existing structures for observation and coaching.”*

**- Michael Nguyen**  
Executive Director  
Teach for America - Milwaukee

*“Michael’s analysis is spot on—I admire his multilayered approach (principals, coaches, teachers, and students) and how he models the appropriate techniques. His strength of relationships allows him instant credibility and access to our teams.”*

**- Michael Gaal**  
Former K8 Network Leader,  
Detroit Public Schools  
Detroit, Michigan

*“What I love about Skyrocket is that I see the concepts that were delivered at training being implemented at our schools immediately thereafter. It is practical, best-practice skills that are instantly applicable and impactful.”*

**- Robert Rauh**  
Former Chief Education Officer,  
Milwaukee College Prep School  
Milwaukee, Wisconsin

*“Michael has worked with me to create the systems and tools necessary to lead in a way that is proactive and ensures strong student outcomes in a positive school climate.”*

**- Stephen Janczewski**  
Director of Leadership Development,  
Archdiocese of Philadelphia (IMS)  
Philadelphia, Pennsylvania

# Our Founder

Michael Sonbert is an educator, author, speaker, autism dad, and the founder and CEO of Skyrocket Education and Rebel Culture.

He's the bestselling author of *Skyrocket Your Teacher Coaching* and *Rebel Culture*, and his new book, *Unshakeable School Leadership*, is being released by ASCD in mid 2026. Michael has dedicated the past 20 years to coaching, partnering, and helping leaders to turn around organizations from public schools to Fortune 500 companies. He's committed to helping leaders grow thriving, impactful, purposeful teams that maximize impact. His leadership philosophies are currently being taught in a graduate course at the University of Notre Dame's leadership program, and partners include hundreds of K12 schools internationally, Google, Hormel Foods, Northwell Health Systems, Oakley, and Paul Mitchell Schools. Currently living in New York with his wife and three children, he sits on the board of the Autism non-profit organization, Families for Inclusion.



## Skyrocket Education is more than a name...

... it's a promise to relentlessly pursue student success, challenge the status quo, and empower educators to become change agents. Together we're aiming beyond small wins to revolutionize urban education as we know it. At Skyrocket, we know the possibilities are limitless when we prioritize students above all else.

Learn more: [SkyrocketEd.org](https://www.SkyrocketEd.org)