



Frederick County Public Schools’ Comprehensive Literacy Plan (DRAFT)

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“Don’t go where the path may lead; go instead where there is no path... and leave a trail.”

- Ralph Waldo Emerson

Introduction

Frederick County Public Schools (FCPS) is committed to accelerating the literacy achievement of all students. At the core of our efforts, we champion diversity in our everyday work and recognize that addressing our personal, as well as organizational, biases are critical to eliminating the literacy achievement gap. We believe the values outlined below promote rigorous, relevant curriculum and pedagogy that advance 21st century literacy and engage students in preparation for college and careers.

We actively support the advancement of the Frederick County Public Schools Strategic Plan through high expectations, standards, and accountability.

We embrace and encourage exploration of new and innovative language arts instructional practices.

We respond with a sense of urgency and question the status quo.

We build strong relationships, communicate effectively, and invite meaningful engagement for all stakeholders.

We create high-quality language arts professional learning opportunities through meaningful feedback, collegial dialogue, collaboration, and effective communication.

Individuals in the 21st century and beyond will require a myriad of traditional and digital literacy competencies in order to effectively navigate and interpret a constant influx of information and change. While it is widely recognized that future employment skill sets will dramatically change during the next couple of decades, the ability to read, write, design, speak, listen, collaborate and effectively problem solve (disciplinary literacy) will remain as a constant catalyst for continual success in all future venues. These skills will allow persons to effectively connect, interpret and discern the multitude of intricacies associated with succeeding in a global society.

Core Beliefs for Literacy

FCPS is committed to ensuring that all students become independent readers and writers for many different purposes. Students will use their literacy skills to negotiate an increasingly complex and information-rich world. Students will refine and apply their knowledge of reading, writing, speaking, and listening by engaging in a variety of diverse texts and writing for authentic purposes and audiences. Students will find joy in reading and writing.

The FCPS Core Beliefs for Literacy include:

- Literacy begins at birth with parents and guardians as their child's first teacher
- Cohesive, sequential, rigorous PK-12 instruction based on the Maryland College and Career Ready Standards
- All students receive explicit literacy instruction through differentiated, culturally responsive lessons that include student-centered activities which accommodate their physical, cognitive, social, and emotional needs.
- Students are instructed using research-based strategies to meet the needs of the rigorous Maryland College and Career Ready Standards
- All materials of instruction are aligned to the Maryland College and Career Ready Standards
- Effective assessment practices will drive instruction to deliver the Maryland College and Career Ready Standards
- Literacy is expanded and strengthened through family and community engagement

Vision

Education is the foundation of our community. The Frederick County Public Schools System educates its students to become caring, respectful, and responsible citizens and family members. Students look forward to school each day. They take full advantage of the rigorous academic curricula and strive to develop their talents. They utilize the power of technology to explore a world of new ideas and information. They acquire the knowledge and skills to achieve and the confidence to succeed, and are rewarded with a wide choice of offers from higher education and employers. FCPS graduates are exceptional 21st century citizens.

Mission

Public education is at the heart of the Frederick County community. It shapes who we are. In Frederick County, our promise is to empower our young people no matter who they are, no matter their backgrounds or circumstances. We want them to be prepared to succeed in college and careers.

Therefore, our mission is to:

- Reach our students with exceptional teaching and caring support;
- Challenge them to achieve their potential; and
- Prepare them for success in a global society.

Frederick County depends on the opportunities that our schools guarantee. Public education keeps our community moving forward. It prepares our future community leaders, our business leaders, and our workforces.

The students we educate today will be the adults caring for our community's health, homes, businesses, and neighborhoods tomorrow. Frederick County's investment in public education is an investment in our future.

Definition of Literacy

“Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.” (“Why Literacy?” *International Literacy Association*)

In order to help students develop a strong early literacy foundation and build on those skills, Frederick County Public Schools expanded its approach to literacy by integrating multiple content areas in its definition of literacy. “Disciplinary Literacy is the use of discipline-specific practices to access, apply, and communicate content knowledge, and, in [FCPS], it is a shared responsibility. Literacy skills are an important part of every academic discipline; however, each discipline relies on different types of texts, writing styles, and language to convey ideas and learning. For students to be fully prepared for the challenges and expectations of college and career, it is critical that they develop literacy skills in all content areas.” (“Teaching And Learning: Disciplinary Literacy: School Improvement in Maryland,” MDK12)

Frederick County Public Schools adopted the Maryland College- and Career-Ready Standards (MCCRS) for English Language Arts PK-12 and Literacy in History/Social Studies, Science, and Technical Subjects 6-12. These standards represent a shift in approaches to reading to identify explicitly and include reading and writing standards in the content areas of Science /Technical Subjects and History/Social Studies as companions to the English Language Arts Standards. The Standards specify the literacy skills and understandings required for college and career readiness in each discipline.

Needs Assessment

FCPS assembled a Pre-K through Grade 12 literacy team to compile demographic and trend academic data to examine the extent of growth with student groups and budget needs to support each student group. The data below shows increasing demand for services to support our neediest students.

- Poverty The number of students who qualified for FARM increased 1.0% from 11,378 students in October 2016 to 11,496 students in October 2017. The overall FARM percent of total enrollment remained relatively flat, decreasing slightly from 27.8% to 27.6%. The FARM rate is attributable to local economic conditions as well as FCPS management’s efforts to improve communication and identification techniques for the program. The increase in students receiving FARM allows FCPS to provide nutritious meals to its neediest students which ultimate leads to improved student performance.
- Special Needs The number of students with disabilities increased from 4,166 students in October 2016 to 4,283 in October 2017, a 1.80% increase. The overall FY2018 Operating Budget included a \$3,916,531 increase in the category of Special Education. This 6.7% increase over the prior year’s budget is reflective of the increasing demand for Special Education services.
- English Learners The number of EL students continues to increase. A significant number of students new to Frederick County have limited English language skills. This year, FCPS will

open the school year with approximately 3,100 EL students in the system . Typically, that enrollment number continues growing throughout the school year. In addition, there are 1,787 EL students, not included in the 3,100 count, who have exited the EL program within the past two school years.

The literacy team engaged with a broad range of stakeholders to examine relevant data to determine the needs of students, schools and teachers, to find out what is in place and determine what is needed to ensure equity in literacy is achieved for all of FCPS students.

Three surveys were created and distributed to administrators, teachers, parents, and community based programs with the goal of gathering feedback regarding literacy needs as the first step in establishing a formal Comprehensive Literacy Plan. The team used data from the Comprehensive Literacy Plan Needs Assessment to develop Frederick County Public School's plan. The survey generated data from respondents across the county, including child care providers, parents, teachers, administrators, directors, coordinators, resource teachers, content coordinators and grade level experts.

Generally, results showed a strong sense of knowledge and application of the MCCRS and Early Learning Standards (Birth to age 8) across settings with most responses falling in the 'agree' and 'strongly agree'. One area in particular from both the K-12 survey and the Birth to Five Survey indicated the need for more involvement with professional learning; that there is not enough time to plan for or attend literacy meetings and collaborative planning. The urgency for training and resources became apparent.

In summary, survey, demographic, and academic datasets provide the foundation for ensuring equitable practices result from FCPS's Striving Readers Comprehensive Literacy program. (See surveys in Appendix B)

Rationale and Theory of Action

As a result of the Comprehensive Needs Assessment, the Frederick County Public Schools System has established five keys to guide its Comprehensive Literacy Plan (CLP). Based on identified needs, the CLP identifies the following five keys as essential to increased literacy achievement for all students. In the CLP, the keys are later divided into subsections. In each Key, the division is arranged from Birth to Age Five, Kindergarten to Grade Five, Grade Six to Grade Eight, Grade Nine to Grade Twelve. The divisions demonstrate FCPS's commitment to literacy development that begins with birth and continues through high school, college, and careers.

Key 1 Instructional Leadership

FCPS strives to develop instructional leaders who are knowledgeable about evidence-based literacy practices and can analyze the strengths and needs of each school and its community. Instructional leaders articulate clear goals, encourage innovation, support professional development and collaboration, and monitor teaching and learning. Leaders implement a system for effective school-wide literacy instruction that will close achievement gaps.



Key 2 Strategic Professional Learning

FCPS strives to embrace the whole child, from birth to Grade 12. A high-quality and sustained system of professional learning occurs through strong partnerships with families and guardians, early childhood educators, PK-12 teachers, higher education staff members, libraries, and other community stakeholders. Together state and local teams will establish and disseminate needs-based professional learning in a variety of mediums to local educational agencies, PK-12 Educators, birth to 5 organizations, and local communities.

Key 3 Continuity of Standards and Evidence-based Instruction

FCPS strives to work with schools, community-based programs, local Early Childhood Advisory Councils, public libraries, and institutions of higher education to expand its vision of literacy to include the continuum of birth to adult education to engage all groups and to increase alignment. True equity of instruction cannot be achieved until all students receive instruction aligned to the standards and delivered with fidelity.

Key 4 Comprehensive System of Assessments

FCPS strives to maintain a comprehensive system of assessments including state, local, school, and teacher assessment data. A comprehensive assessment system allows for strategic data-informed decision making to meet the needs of each individual student.

Key 5 Tiered Instruction and Intervention

FCPS has adopted the Universal Design for Learning (UDL) in all classrooms in order to personalize learning to facilitate the academic success of each student. This is achieved first by determining the learning needs, interests, and aspirations of individual students, and then by customizing learning experiences, to a greater or lesser extent, for each student. This approach provides choice and individualization for students which, in turn, allows teachers to provide tiered instruction. In addition, Maryland developed a structured Response to Intervention Framework in 2008 that was adopted in FCPS. The tiered system of support will continue to be refined and include all children, and will provide enrichment and intervention models to achieve comprehensive literacy for all.

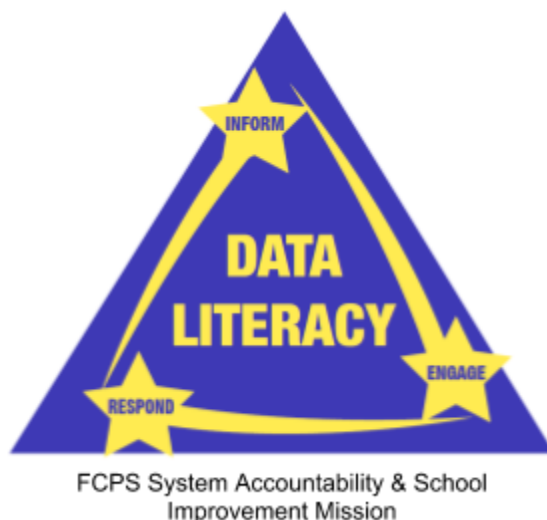
All five keys are part of FCPS' Comprehensive Literacy Plan and are implemented with fidelity within each school. A core literacy team exists within each school to utilize the elements of the plan to meet the diverse needs of students. This team consists of teachers and administrators in the areas of English Language Arts, Reading Intervention, Special Education, and English Learners. Structures are in place to sustain the literacy program for all children birth to grade 12, with a focus on disadvantaged groups. All educators are trained continuously to enable students to succeed, the reading and writing achievement gap will be eliminated in FCPS.

Collaborative Improvement Process

FCPS embraces the need to lead continuous improvement in all schools. FCPS recognizes the vital importance for district and school leadership teams to monitor progress continuously and fluidly adjust

school literacy plans when needed and appropriate. The Collaborative Improvement Process (CIP) strategically positions FCPS for the implementation of Maryland’s Consolidated State Accountability Plan under the Every Student Succeeds Act (ESSA) and to accelerate student learning at schools not meeting established standards for each student group. The CIP is leveraged to support schools identified as Targeted School Improvement (TSI) or Comprehensive School Improvement by the State of Maryland. The FCPS CIP serves as a continuous and collaborative improvement approach that focuses inquiry around leadership, instruction, and culture. Focused coaching and collaboration among schools, equitable distribution of resources, and prioritization and coordination of central staff support to facilitate improvement processes that expand leadership capacity, improve instruction, and ultimately build a “culture of belief” will be central to ensuring schools achieve optimal performance.

Measuring the effectiveness and impact of literacy initiatives and innovations is a common and ongoing activity by FCPS. If the impact is positive, it can continue with the goal of becoming replicable and sustainable; yet, if the innovation is not determined successful, then FCPS will make improvements or seek assistance from the State, as necessary. The process of accomplishing and evaluating for continuous improvement using data collection is inherently important.



Ensuring educators and educational leaders participate in ongoing training in data collection for formative and summative data is paramount to ensuring a standardized approach to data collection. This continuous improvement process must be iterative and cyclical to truly identify how baseline data has changed over time. With baseline data collection of English Language Arts/Literacy scores and other supporting academic data at the initial stage, FCPS can verify growth or achievement over time by collecting the same type of data at various points throughout the school year. The process, when followed with fidelity, can lead to continuous improvement. Sharing this among schools will lead to a sustainable and successful Comprehensive Literacy Plan.

Measures of Progress

Performance Outcome	Performance Measure
The percentage of four-year-old children in FCPS Pre-K who meet or exceed proficiency expectations on the OLAI.	FCPS uses the OLAI (Oral Language Acquisition Inventory) to determine the percentage of four year olds in FCPS Pre-K who meet or exceed proficiency expectations. The OLAI is a unique formative, criterion- referenced assessment of language, literacy and learning behavior.
The percentage of four-year-old children in FCPS Pre-K who meet or exceed proficiency expectations on the FCPS Level A/B Running Record.	FCPS uses the FCPS Level A/B Running Record to determine the percentage of four year olds in FCPS Pre-K who meet or exceed proficiency expectations on the following concepts: Left hand starting point, left to right directionality and one to one correspondence.
The percentage of four-year-old children in FCPS Pre-K who meet or exceed proficiency expectations on a writing sample.	FCPS uses a writing sample to determine of percentage of participating four year olds in FCPS Pre-K who demonstrate writing proficiency at the random letter or letter strings stage of writing.
The percentage of Kindergarten through second-grade students who meet or exceed proficiency expectations on the Benchmark Assessment System.	FCPS uses the Benchmark Assessment System by Fountas and Pinnell to determine the percentage of Kindergarten through second-grade students who meet or exceed oral reading accuracy and oral reading comprehension expectations.
The percentage of Kindergarten through fifth-grade students who meet or exceed proficiency expectations on the On Demand writing assessment.	FCPS uses the On Demand writing assessment to determine the percentage of Kindergarten through fifth-grade students who meet or exceed writing craft and writing mechanics expectations.
The percentage of third through fifth-grade students who meet or exceed proficiency on State reading/language arts assessments.	FCPS uses the PARCC assessment as the performance measure to determine the percentage of third through fifth-grade students who meet or exceed proficiency on the statewide assessment in English Language Arts/Literacy.
The percentage of participating sixth through eighth-grade students who meet or exceed proficiency on State reading/language arts assessments	FCPS uses the PARCC assessment as the performance measure to determine the percentage of participating sixth through eighth-grade students who meet or exceed proficiency on the statewide assessment in English Language Arts/Literacy.

The percentage of tenth-grade students who meet or exceed proficiency on State reading/language arts assessments	FCPS uses the PARCC assessment as the performance measure to determine the percentage of tenth-grade students who meet or exceed proficiency on the statewide assessment in English Language Arts/Literacy.
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Rigorous Standards and Increasing Diversity

The Maryland College and Career Standards require an increase in the rigor and deep analysis that has driven instructional shifts in English Language Arts/Literacy. Consequently, Maryland replaced its assessment system with the Partnership for Assessment of Readiness for College and Careers (PARCC) with its benchmark administration during the 2013-2014 academic year. While Maryland uses PARCC to determine students' knowledge in reading and writing in grades three through eight, and in grade ten, a sample of kindergarten students are now assessed annually on the Kindergarten Readiness Assessment (KRA) in four domains: literacy, mathematics, social foundations, and physical well-being with a composite score indicating readiness for kindergarten. PARCC and KRA results have indicated achievement gaps in performance of All Students compared to student groups of disadvantaged students.

At nearly the same time as the introduction of higher order, complex standards, texts and assessments was a recognition of FCPS' changing demographics, including ethnicity, language, and percent in poverty. Shifts in racial and ethnic composition indicate Frederick County Public Schools as being a diverse school system with minorities accounting for 38.2% of the system's population in 2017. By making equity a priority, FCPS is committed to advancing literacy skills for all children from birth through grade 12. Thus, FCPS has developed a Comprehensive Literacy Plan with a focus on disadvantaged children using data including a needs-based assessment.

Cultural Proficiency & Meeting the Needs of All Students

FCPS students are entitled to a welcoming, inclusive environment where they are highly engaged in learning and afforded equitable opportunities to participate in a full range of activities, curricula, and services. FCPS honors, respects, and values diversity while ensuring high academic standards and achievement levels for all students. District level professional development includes the identification and implementation of evidence-based instructional interventions/programs, data analysis for instructional modifications, and infusion of culturally relevant instructional materials. FCPS actively:

- Promotes curriculum that is aligned to the MCCRS and fosters cultural competency
- Expects respect for students' identities and backgrounds
- Tailors instruction to support diverse learning styles, including:
 - strategies in reading and writing across the content areas
 - development of foundational literacy skills, including print concepts, phonological awareness, phonics, and word recognition, vocabulary, and fluency
 - explicit instruction in authentic and purposeful writing

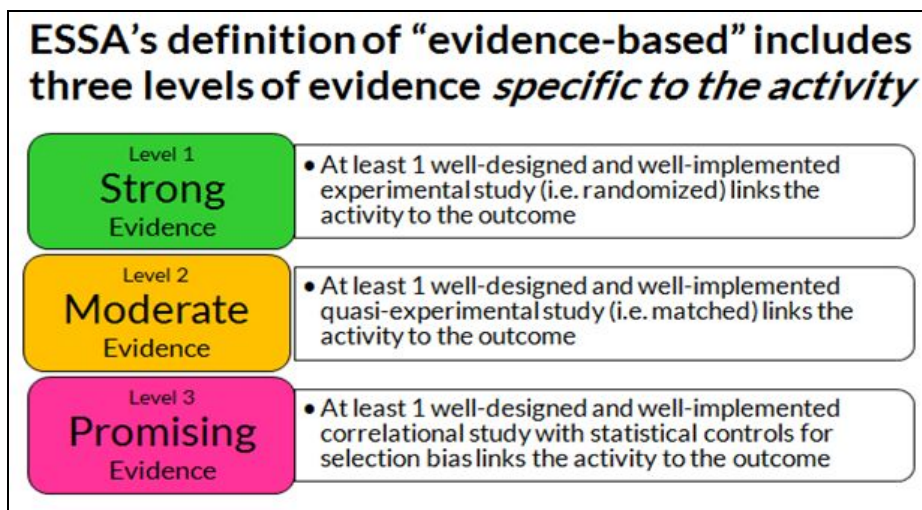
- use of high-interest, diverse, high-quality print and non-print materials
- strategies to enhance students' motivation to read and write, as well as their engagement in self-directed learning
- opportunities for students to use and develop academic and content-specific vocabulary
- differentiated instruction and resources to support varying school and student needs
- Ensures highly effective educators for all students
 - Provides ongoing professional learning opportunities focused on strategies and practices for increased literacy achievement
- Implements and responds to a valid and reliable system of assessments including screening, diagnostic, formative, and summative assessment tools

Evidence-based Practices

Evidence-based practices are different from research-based practices in a vital way. Research-based practices are theories behind the strategies or practices, but the research is simply in theory and not supported through proof. Evidence-based practices are proven effective and have the support to back them up. According to ESSA, the definition of “evidence-based” activities, strategies, and interventions is as follows:

An “evidence-based” activity, strategy, or intervention:

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on [one of three levels of evidence], or
- (ii) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.



All practices used to support students, whether they are from a disadvantaged group or not, are Level 1, 2, or 3. Those interventions and practices are supported by moderate or strong evidence, where evidence is

applicable and available. Any evidence from studies that found that particular activities or interventions had a statistically significant effect on improving students' literacy outcomes could be considered strong or moderate. What determines strong evidence is that it is based on at least one well-designed and well-implemented experimental study.

Key 1

Instructional Leadership

Key 1 Instructional Leadership

Purpose

FCPS strives to develop instructional leaders who are knowledgeable about evidence-based literacy practices and can analyze the strengths and needs of each school and its community. Instructional leaders articulate clear goals, encourage innovation, support professional development and collaboration, and monitor teaching and learning. Leaders implement a system for effective school-wide literacy instruction that will close achievement gaps.

Birth to Grade 12 Established Programs/Initiatives

FCPS instructional leaders are provided with the knowledge and resources to build effective collaborative literacy initiatives beginning at birth and continuing through grade twelve.

Birth to Age Five System of Early Care and Education

Support for Early Care and Education leaders includes:

- Regular collaboration meetings among child care directors based on topics to support leadership. Guest speakers provide additional information and support.
- Monthly Interagency Early Childhood Committee (IECC) meetings comprised of a large number of private and public agencies providing services to young children in Frederick County. This committee also serves as our Early Childhood Advisory Council (ECAC).
- Monthly Judy Center steering committee meetings designed to analyze data and provide collaborative support for partners and families.

Kindergarten to Grade Five

Support for kindergarten to grade five leaders includes:

- Conversations with Curriculum: Administrators attend three meetings per school year focused on learning more about curriculum, instruction and assessment. These meetings work to increase the capacity of administrators in order to serve as instructional leaders in their schools.
- Monthly Literacy Specialist meetings: Monthly meetings are held with elementary literacy specialists. The meetings have a consistent structure but allow for flexibility. The structure of the meetings includes the following strands: Language Arts curriculum, instruction and assessment professional learning; Meaningful integration of technology in the general education classroom professional learning; Connecting reading intervention to the general education classroom professional learning; Instructional coaching professional learning; and Collaborative conversations with colleagues.
- Aspiring Elementary Literacy Leader Meetings: Due to critical shortages in elementary literacy positions, a program was developed to support certificated staff who have an interest in becoming an elementary literacy leader. The purpose of the program is to better understand the roles and

responsibilities of a literacy leader. Topics explored include: Exploring language arts curriculum, instruction, assessment and reading intervention; Integrating technology meaningfully in the language arts classroom; Designing and planning high quality professional learning; and Learning the different roles and responsibilities of literacy leaders.

- Collaborative Professional Learning: Literacy Specialists, Lead Reading Intervention Teachers, Lead Special Education Teachers, Lead English Learner Teachers and Administrators from every elementary school attend three face-to-face sessions to build the capacity of instructional and teacher leaders for literacy. Staff in the following departments collaborate to plan, train and support all schools as they work with struggling learners who are not achieving grade level expectations: Accelerating Achievement and Equity, Curriculum, Instruction and Innovation, School Administrative Leadership and School Accountability and System Improvement. FCPS leaders hold a strong belief that it is only with collective capacity and convergence of skill sets that will own the learning of each student and ultimately begin to close achievement gaps. Collaborative Professional Learning is an avenue for accomplishing this goal. Regardless of whether or not a student is identified with a disability, classified as an English learner, has a learner profile for a student who may have dyslexia, dyscalculia, or dysgraphia, and/or is a student who is simply not meeting grade level standards in ELA, these core literacy teams will share their expertise to intervene for any student.
- Central Office Data Reviews: The Curriculum Specialist and Teacher Specialist for Elementary Language Arts regularly meet with Instructional Directors to review local and state language arts data. The purpose of the data review is to increase the capacity of Instructional Directors with assessment literacy and instructional implications. Instructional Directors become better equipped to support building-level administrators with monitoring student achievement and leading the instructional program.
- Evidence-Based Literacy Instructional Framework: Teachers implement and Administrators monitor the evidence-based instructional framework for elementary language arts instruction. The Elementary Literacy Block Essentials outline the evidence-based structures for teaching language arts to all general education students.
- Reading Intervention Meetings: Four meetings are held annually that focus on a “train the trainer” model with a lead interventionist. These meetings focus on building teachers’ capacity for delivering varied interventions and utilizing materials appropriately. The lead interventionist is charged with training other teachers in his or her school and ensuring intervention programs are delivered with fidelity.

Grade Six to Grade Eight

Support for grade six to grade eight leaders includes:

- Monthly Administrative Leadership meetings: Segments of these meetings focus on PARCC English Language Arts/Literacy 6-8 and PARCC English 10 as well as local literacy benchmark data analysis.
- Systemic Accelerated Learning Process meetings: Administrators from schools where students are underperforming on the local Language Arts benchmarks and central office staff collaborate to foster discussions about ways to enhance learning and maximize student performance.

- Monthly Literacy Specialists meetings: Segments of each meeting focus on analyzing and responding to literacy data. Literacy Specialists are charged with responsibility to return to their schools to share data, build capacity, and respond to literacy data.
- Conversations with Curriculum sessions: Administrators are focused on learning more about curriculum, instruction and assessment through discussions with curriculum specialists three times a year. The goal of these sessions is to increase the capacity of administrators so they may serve as the instructional leaders in their schools.
- Collaborative Professional Learning meetings: Administrators, Literacy Specialists, lead interventionists, lead Special Educators, and lead English Learner teachers reinforce the concept of a core literacy team so they are better equipped to work together to respond to students' literacy needs four times per year.
- Reading Intervention Teachers meetings: Four times per year, central office staff offer literacy sessions that focus on a "train the trainer" model with a lead interventionist. These meetings focus on building teachers' capacity for delivering varied interventions and utilizing materials appropriately. The lead interventionist is charged with training other teachers in his or her school and ensuring intervention programs are delivered with fidelity.
- English Benchmark Data Reviews: Administrators from schools with low performance on the local English/language arts benchmarks are involved in meetings with central office staff to discuss ways to maximize student performance and enhance learning. School-based follow-up sessions occur with the curriculum specialist and English teachers.

Grade Nine to Grade Twelve

Support for grade nine to grade twelve leaders includes:

- Monthly Administrative Leadership meetings: Segments of these meeting focus on PARCC English 10 as well as local literacy benchmark data analysis.
- Systemic Accelerated Learning Process meetings: Administrators from schools where students are underperforming on the local Language Arts benchmarks and central office staff collaborate to foster discussions about ways to enhance learning and maximize student performance.
- Monthly Literacy Specialists meetings: Segments of each meeting focus on analyzing and responding to literacy data. Literacy Specialists are charged with responsibility to return to their schools to share data, build capacity, and respond to literacy data.
- Conversations with Curriculum sessions: Administrators are focused on learning more about curriculum, instruction and assessment through discussions with curriculum specialists three times a year. The goal of these sessions is to increase the capacity of administrators so they may serve as the instructional leaders in their schools.
- Collaborative Professional Learning meetings: Administrators, Literacy Specialists, lead interventionists, lead Special Educators, and lead English Learner teachers reinforce the concept of a core literacy team so they are better equipped to work together to respond to students' literacy needs four times per year.
- Reading Intervention Teachers meetings: Four times per year, central office staff offer literacy sessions that focus on a "train the trainer" model with a lead interventionist. These meetings focus on building teachers' capacity for delivering varied interventions and utilizing materials

appropriately. The lead interventionist is charged with training other teachers in his or her school and ensuring intervention programs are delivered with fidelity.

- English Benchmark Data Reviews: Administrators from schools with low performance on the local English/language arts benchmarks are involved in meetings with central office staff to discuss ways to maximize student performance and enhance learning. School-based follow-up sessions occur with the curriculum specialist and English teachers.

Strategic Instructional Leadership Goals

Key 1: FCPS strives to develop instructional leaders who are knowledgeable about evidence-based literacy practices and can analyze the strengths and needs of each school and its community. Instructional leaders articulate clear goals, encourage innovation, support professional development and collaboration, and monitor teaching and learning. Leaders implement a system for effective school-wide literacy instruction that will close achievement gaps.

Goals for Instructional Leadership	Birth to Age 5	K - Grade 5	Grades 6-8	Grades 9-12	Timeline	Key Contributors
To develop instructional leaders who are knowledgeable about evidence-based literacy practices	Collaboration meetings IECC meetings Judy Center Steering Committee meetings	Conversations with Curriculum Summer Curriculum Writing updates	Conversations with Curriculum Summer Curriculum Writing updates	Conversations with Curriculum Summer Curriculum Writing updates	3x/school year Fall Winter Spring Summer AL Meeting	Curriculum Specialists Teacher Specialists Instructional Director
To develop the capacity of school-based teacher leaders about evidence-based literacy practices		Collaborative Professional Learning	Collaborative Professional Learning	Collaborative Professional Learning	4X/school year 3 face-to-face sessions 1 school-based session	Collaborative Effort amongst the following departments: School Assessment and School Improvement; Curriculum, Instruction and Innovation; Accelerating Achievement and Equity

To develop the capacity of elementary, middle and high literacy specialists		Monthly literacy specialist meetings	Monthly literacy specialist meetings	Monthly literacy specialist meetings	Monthly literacy Specialist during each school year	<p>Facilitated and led by Elementary and Secondary Language Arts Curriculum Specialists and Teacher Specialists</p> <p>Collaboration from: Technology Teacher Specialist for Language Arts; Professional Learning Department; Teacher Specialist for Reading Intervention, K - 12</p>
To develop the capacity of Aspiring Elementary Literacy Leaders		Aspiring Literacy Specialist Program			<p>3X/year</p> <p>Fall Winter Spring</p>	<p>Facilitated by Elementary Curriculum Specialist and Teacher Specialist</p> <p>Collaboration from: Technology Teacher Specialist for Language Arts; Professional Learning Department; Teacher Specialist for Reading Intervention, K - 12</p>

To increase the capacity of Instructional Directors with assessment literacy		Data Reviews	Data Reviews	Data Reviews	4X/year	Curriculum, Instruction and Innovation; Accelerating Achievement and Equity; School Administrative Leadership; and School Accountability and System Improvement
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Enhancements/Improvements to Consider

Birth to Age Five System of Early Care and Education

- Community partners and school teams attend MSDE Summer Academies as a collaborative team
- Initiate transition meetings between school-based staff and administrators and community partners

Kindergarten to Grade Five

- Increase the number of certificated staff to allow for more openings in the Aspiring Elementary Literacy Leader Program
- Initiate feeder school meetings with administration to discuss current topics in elementary language arts and to provide time for collaboration and sharing of what is working

Grade Six to Grade Eight

- Begin an Aspiring Literacy Leader Program at the secondary level
- Initiate feeder school meetings with administration to discuss current topics in secondary language arts and to provide time for collaboration and sharing of what is working
- Deepen administrators' and teacher leaders' understanding of the Maryland College and Career Ready Standards for English Language Arts/Literacy and these standards translate into instruction

Grade Nine to Grade Twelve

- Begin an Aspiring Literacy Leader Program at the secondary level
- Initiate feeder school meetings with administration to discuss current topics in secondary language arts and to provide time for collaboration and sharing of what is working
- Deepen administrators' and teacher leaders' understanding of the Maryland College and Career Ready Standards for English Language Arts/Literacy and these standards translate into instruction

Key 2

Strategic Professional Learning

Key 2 Strategic Professional Learning

Purpose

FCPS strives to embrace the whole child, from birth to Grade 12. A high-quality and sustained system of professional learning occurs through strong partnerships with families and guardians, early childhood educators, PK-12 teachers, higher education staff members, libraries, and other community stakeholders. Together state and local teams will establish and disseminate needs-based professional learning in a variety of mediums to local educational agencies, PK-12 Educators, birth to 5 organizations, and local communities.

Birth to Grade 12 Established Programs/Initiatives

Birth to Age Five System of Early Care and Education

Professional learning opportunities for birth to age 5 include:

- FCPS provides a six-week Kiddee Kollege program at four schools for parents and their young children. Focus is on supporting parents as their child's first teacher.
- Ready Rosie parent engagement tool is available county-wide. All Head Start teachers and FCPS prekindergarten teachers provide regular and ongoing playlists for families. All registered families receive weekly videos supporting their young child's learning. Child care providers have been trained on the tool and the accompanying workshop modules for families.
- Through the Resource and Referral Center (Child Care Choices) and FCPS, workshops are provided for early care and education providers on the topics of Literacy, Math and Social Foundations. The workshops are taught by FCPS pre-k and kindergarten teachers. Providers receive incentives which can be used in their program for attendance.
- After school workshops are held six times a year for pre-kindergarten and kindergarten teachers and instructional assistants on topics to support early learning and development.
- All FCPS pre-kindergarten and inclusive preschool teachers receive half day specific training three times a year.

Pre-Kindergarten to Grade Twelve

Professional learning opportunities for PK to grade 12 include:

- FCPS provides PK-12 curriculum professional learning at the start of each school year. The training is full-day for all teachers.
- FCPS provides a Fall professional learning day for PK-12 teachers. This day is focused on personalized professional learning. PK-12 teachers choose their path for professional learning from a variety of online and face-to-face options.
- FCPS provides MSDE courses related to language arts instruction and assessment:
 - Assessment for Reading Instruction: MSDE 15-00-03
 - Formative Reading Assessment: MSDE 13-10-22
 - Verbal Discourse: MSDE 13-10-23
 - The Continuum of Literacy Learning: MSDE 16-10-13



- Supporting EL students with the reading and writing standards: MSDE 13-10-27
 - EL Case Study: Second Language Acquisitions and Instructional Strategies: MSDE 17-10-10
 - Making Data and SIOP Work for You (MSDE 17-10-01)
 - Meeting the ELA/Literacy Standards with ELL and Other Struggling Learners (MSDE 14-10-16)
 - Methods of Teaching Reading in the Content Areas, Part II MSDE 15-00-07
 - Unpacking and Implementing the ELA Curriculum in a Digital Learning Environment MSDE 14-10-07
- FCPS provides mentoring and professional learning opportunities for first, second and third year teachers.
- FCPS has a community partnership with Frederick County Reading Council. FCRC provides professional learning and community opportunities related to literacy.
- FCPS has a community partnership with the Frederick County Public Library (FCPL). FCPS partners with FCPL for a variety of events, including summer reading programs, and day and evening programs for children birth through grade 5. FCPL also supports literacy in Frederick County through social media, e.g., books are promoted for independent reading. Literacy tips for working with children from birth through early elementary are available through social media.
- Collaborative Professional Learning assembles together FCPS staff—a content specialist, a Special Education teacher, an EL teacher, an interventionist, and the building leader—to build and/or reinforce the concept of a core literacy team who will work together to respond to student needs. Three sessions are held at the systemic level while a fourth session is conducted at the building level.
- Professional Learning Sessions focusing on literacy and sound instruction are available through FCPS Professional Learning Department and provide participants with introductory information in two part sessions -
 - Accelerating Achievement and Equity for EL Students
 - Technology for Elementary ELA Teachers
 - Technology for Secondary ELA Teachers
 - UDL
- Educator Effectiveness Academies focus, in part, on building the capacity of teachers to create a welcoming, inclusive environment where they are highly engaged in learning and afforded equitable opportunities to participate in a full range of activities, curricula, and services.
- Educator Effectiveness Academies also focus, in part, on using the Framework for Teaching to promote coaching conversations and enhance the professional growth of teachers as they continuously strive towards increased student achievement.

Strategic Professional Learning Goals

Key 2: FCPS strives to embrace the whole child, from birth to Grade 12. A high-quality and sustained system of professional learning occurs through strong partnerships with families and guardians, early childhood educators, PK-12 teachers, higher education staff members, libraries, and other community stakeholders. Together state and local teams will establish and disseminate needs-based professional learning in a variety of mediums to local educational agencies, PK-12 Educators, birth to 5 organizations, and local communities.						
Goals for Strategic Professional Learning	Birth to Age 5	K - Grade 5	Grades 6-8	Grades 9-12	Timeline	Key Contributors
Provide professional learning for parents	Kiddee Kollege Ready Rosie FCPL Partnership	FCPL Partnership	FCPL Partnership	FCPL Partnership	6 week sessions at 4 schools Ongoing Ongoing	School staff/parents Families FCPL staff and FCPS Language Arts Staff
Provide professional learning for community partners	Workshops for early care and education providers				3 sessions each year	FCPS PK and K teacher leaders/community ECE providers
Provide optional professional learning for FCPS ECE teachers	After School workshops PK teacher professional learning				6 sessions each year ½ day training 3 times a year	PK and K teachers and Instructional assistants PK teachers (general education and inclusive)

Provide professional learning for FCPS PreK - 12 staff		August/ October Systemic Professional Learning	August/ October Systemic Professional Learning	August/ October Systemic Professional Learning	2 sessions each year	PreK - 12 Staff and Language Arts Department
		MSDE courses related to language arts	MSDE courses related to language arts	MSDE courses related to language arts	Fall, Spring Summer Course Offerings	Department of Professional Learning and Curriculum, Instruction and Innovation Staff
Provide mentoring and professional learning for non-tenured staff		First, Second and Third Year Support Programs	First, Second and Third Year Support Programs	First, Second and Third Year Support Programs	Throughout the school year	Department of Professional Learning and Curriculum, Instruction and Innovation Department

Enhancements/Improvements to Consider

Birth to Age Five System of Early Care and Education

- Provide training for ECE teachers and community providers using the [Early Language and Literacy Series modules](#).
- Provide Cultural and Linguistic Training for ECE teachers and community partners.

Kindergarten to Grade Twelve

Frederick County Public Schools (FCPS) is developing an Accelerated Learning Process, a systemic process for ongoing job-embedded professional learning, educator collaboration, and the continuous, collective assessment of student learning with the specific goal of transforming teaching and learning. This process requires regular meetings that offer an opportunity for educators to (a) monitor student learning, (b) administer data-driven decisions that promote differentiated instruction, (c) share instructional best practices, and (d) examine student work. The process has been designed to ensure systemic terminology, protocols and research-based practices.

Other enhancements in Kindergarten to Grade Twelve include:

- Expand MSDE course offerings related to literacy instruction and assessment.
- Embed additional professional learning options within curriculum maps.
- Provide more opportunities for job-embedded professional learning.
- Provide more opportunities for book studies that meet the needs of individual schools and/or individual teachers.

Key 3

Continuity of Standards-based Instruction

Key 3 Continuity of Standards-based Instruction

Purpose

FCPS strives to work with community-based programs, local Early Childhood Advisory Councils, public libraries, and institutions of higher education to expand its vision of literacy to include the continuum of birth to adult education to engage all groups and to increase alignment. True equity of instruction cannot be achieved until all students receive instruction aligned to the standards and delivered with fidelity grade to grade.

Birth to Grade 12 Established Programs/Initiatives

Birth to Age Five System of Early Care and Education

Young children flourish when engaged in language and literacy interactions throughout their day. These activities should be occurring through everyday experiences such as communicating with friends and family, traveling in the car or through the neighborhood, and through daily household activities. They also flourish when they experience being read to and having a discussion about the text. Vocabulary is built through pretend reading and engaging in open-ended questions and talk. As children move into prekindergarten, classroom activities should be designed to build phonemic awareness, print concepts, initial alphabet knowledge, and language comprehension which includes vocabulary knowledge, background knowledge, and knowledge of text and sentence structures. All of these activities should occur through natural opportunities including play-based or center-based learning.

To promote continuity of standards for birth to five, FCPS will continue to:

- Promote continuity of standards in birth to three program using aligned standards and curriculum documents
 - [Healthy Beginnings: Supporting Developing and Learning](#) (Birth to Age Three)
 - [Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy](#) (Birth to Age Eight)
 - [Early Childhood Development](#) (MSDE approved curriculum for ages four and five)
- Collaborate with Head Start through ongoing conversations about curriculum and standards, dual placement of students, provide space in FCPS buildings as available, and participate on Head Start advisory councils.
- Participate as an active member of the Interagency Early Childhood Committee.
- Work together with FCPL on a variety of projects including summer reading lists, Bookmobile support at playgroups, and storytimes.
- Collaborate with Special Education on equity of instruction for all PK students.
- Collaborate with Family Literacy program and Frederick Community College with a focus on literacy for early childhood and adult education.

Kindergarten to Grade Five

Literacy knowledge and skills developed in kindergarten through third grade predict later literacy achievement. Classroom instruction can have an enormous impact on the development of literacy knowledge and skills. The instruction in these early grades, especially K- Grade two should reflect developmentally appropriate instruction. Kindergarten should build on those same areas that began in prekindergarten including moving from initial alphabet knowledge to full alphabet knowledge and from phonological awareness to phonemic awareness. Beginning around first grade, children should also begin building fluency in context and fluency with automatic word recognition. Second graders enhance their reading through strategic knowledge that includes understanding general and specific purposes for reading. Students learn how to understand what the author is stating directly in the text as well as learning how to make inferences about the content in the text. In grades three to five, students begin to form opinions about aspects of the text in regards to how the writer's craft provided support to reinforce understanding or how the graphics and charts support the information in the text. Students are exposed to a wide variety of genres and they can identify the genre of the text by using characteristics within the text. As fifth grade students move into their adolescent years, they are required to make meaning in all academic content areas. All aspects of the transition process from elementary school to middle school must be carefully designed to ensure a seamless transition.

To promote continuity of standard-based instruction FCPS will continue to:

- Identify and promote alignment of curriculum with Maryland College and Career-Ready Standards.
- Increase collaboration with Special Education and EL programs to ensure all literacy needs are met.
- Provide appropriate accommodations and curriculum resources to meet the literacy needs of all students.

Grade Six to Grade Eight

Adolescents need many opportunities to work with print and nonprint materials to make meaning and build relationships in their academic and social worlds. The Maryland College and Career-Ready Standards (MCCRS) provide a shared interdisciplinary approach to ensure middle school students meet the end of year expectations that will enable them to be college and career ready. To successfully support adolescent literacy development, we must provide access to engaging and motivating content and instruction to support their continued development. Areas to consider include the following:

- Provide opportunities for adolescents to work with text that is inclusive of print and nonprint materials
- Offer web-based learning experiences
- Provide appropriate professional development for middle school educators
- Implement assessment methods that allow students to demonstrate strengths as well as needs
- Differentiate instruction to include culturally responsive pedagogy as our classrooms become increasingly diverse learning environments.

In order to promote alignment of standards based instruction, FCPS will continue to:

- Identify and promote alignment of curriculum with Maryland College and Career Ready Standards for English Language Arts/Literacy across contents
- Increase collaboration with the Offices of Special Education and EL Programs
- Provide appropriate curriculum resource suggestions to meet the literacy needs of adolescent students
- Collaborate with institutions of higher education that prepare teachers to include literacy standards with those that guide content preparation in their courses.

Grade Nine to Grade Twelve

The Maryland College and Career-Ready Standards (MCCRS) support the vision that all students graduate from high school with the reading, writing, speaking, listening and language skills necessary to interact successfully with a variety of audiences and for a variety of purposes. Likewise, graduates need to be able to read as well as comprehend information from various types of text, including fiction, poetry, drama and informational texts that cross into other curricular areas to be successful in their post-secondary endeavors.

To promote continuity of standard-based instruction in high schools, FCPS will continue to:

- Identify and promote alignment of curriculum with Maryland College and Career-Ready Standards
- Increase collaboration with Special Education and EL programs to ensure all literacy needs are met
- Provide appropriate accommodations and curriculum resources to meet the literacy needs of all students
- Deepen teachers' understanding of the Maryland College and Career Ready Standards for English Language Arts/Literacy and these standards translate into instruction
- Continue to explore and utilize various evidence-based instructional practices that help personalize instruction to meet the various literacy needs of individual students
- Build capacity and increase the use of MCCRS disciplinary literacy standard in teachers of other content areas to understand and to use effective evidence-based literacy practices in their classrooms
- Explore and utilize various evidence based instructional strategies that help personalize instruction to meet the various literacy needs of individual students

Continuity of Standards-based Instruction Goals

Key 3: FCPS strives to work with community-based programs, local Early Childhood Advisory Councils, public libraries, and institutions of higher education to expand its vision of literacy to include the continuum of birth to adult education to engage all groups and to increase alignment. True equity of instruction cannot be achieved until all students receive instruction aligned to the standards and delivered with fidelity grade to grade.						
Goals for Continuity of Standards-based Instruction	Birth to Age 5 System of Early Care and Education	K - Grade 5	Grades 6-8	Grades 9-12	Timeline	Key Contributors
Collaborate with community stakeholders to enhance continuity of standards	Meetings, conversations, events, projects and programs with community partners	Meetings, conversations, events, projects and programs with community partners	Meetings, conversations, events, projects and programs with community partners	Meetings, conversations, events, projects and programs with community partners	Ongoing	FCPS, Head Start, Interagency Early Childhood Committee, Frederick County Public Library, Special Education, Frederick Community College
Collaborative review of instructional materials in use	Provide information regarding best practices in use	Provide information regarding best practices in use that are aligned to the standards	Provide information regarding best practices in use that are aligned to the standards	Provide information regarding best practices in use that are aligned to the standards	2018	Curriculum, EL, Special Education Advanced Academics, and Assessment Accountability and Equity staff

Increase knowledge of effective, evidence-based literacy instruction for all students	Provide support to early care staff in using online and print resources	Continue to provide collaborative professional learning on aligning instruction to standards	Continue to provide collaborative professional learning on aligning instruction to standards	Continue to provide collaborative professional learning on aligning instruction to standards	2018-2020	Curriculum, EL, Special Education Advanced Academics, and Assessment Accountability and Equity staff
Increase collaboration for standards based literacy instructional plans for all students moving from elementary to middle school.		Vertical Team co-planning to analyze student needs and prepare action plans for the start of middle school.	Vertical Team co-planning to analyze student needs and prepare action plans for the start of middle school.		2018-2020	Curriculum, EL, Special Education Advanced Academics, and Assessment Accountability and Equity staff

Enhancements/Improvements to Consider

Birth to Age Five System of Early Care and Education

- Implement VIOLETS in 3 and 4 year old community programs.

Kindergarten to Grade Five

- Facilitate curriculum resources to support alignment from K to Grade Two for Tier I instructional approaches for meeting the Foundational skills standards
- Facilitate curriculum resources to support alignment with the Foundational Skills standards for K to Grade 5.
- Provide collaboration time for vertical team planning to help transition students from elementary to middle school with an emphasis on EL student transition.

Grade Six to Grade Eight

- Deepen teachers' understanding of the Maryland College and Career Ready Standards for English Language Arts/Literacy and these standards translate into instruction.
- Build teacher capacity in the creation of formative and summative assessment practices that assess student mastery of standards.
- Provide additional time for vertical team co-planning so that teachers from different levels can collaborate and share evidence-based practices as students transition from one school to the next.
- Provide additional time for teachers to plan across content areas and to collaborate with other schools with similar populations to share best practices.



- Continue to explore and utilize various evidence-based instructional practices that help personalize instruction to meet the various literacy needs of individual students.
- Build libraries of high quality complex resources so student have access to more rigorous texts.
- Build capacity and increase the use of MCCRS disciplinary literacy standard in teachers of other content areas to understand and to use effective evidence-based literacy practices in their classrooms.

Grade Nine to Grade Twelve

- Deepen teachers' understanding of the Maryland College and Career Ready Standards for English Language Arts/Literacy and these standards translate into instruction.
- Build teacher capacity in the creation of formative and summative assessment practices that assess student mastery of standards.
- Provide additional time for vertical team co-planning so that teachers from different levels can collaborate and share evidence-based practices as students transition from middle to high school or grade to grade.
- Provide additional time for teachers to plan across content areas and to collaborate with other schools with similar populations to share best practices.
- Continue to explore and utilize various evidence-based instructional practices that help personalize instruction to meet the various literacy needs of individual students.
- Build capacity and increase the use of MCCRS disciplinary literacy standard in teachers of other content areas to understand and to use effective evidence-based literacy practices in their classrooms.

Key 4

Comprehensive System of Assessment

Key 4 Comprehensive System of Assessment

Purpose

FCPS strives to maintain a comprehensive system of assessments including state, local, school, and teacher assessment data. A comprehensive assessment system allows for strategic data-informed decision-making to meet the needs of each individual student. This assessment system includes the appropriate balance of screening tools, grade level assessments, and progress monitoring of students receiving literacy interventions.

As a routine practice, FCPS monitors and responds to achievement data throughout the school year. The FCPS local assessment framework has played a critical role in the system's ability to monitor performance and inform action. Accelerating achievement and ensuring equity for all students is at the forefront of the work in FCPS. To this end, FCPS central office staff conduct regular reviews of systemic data to facilitate a timely response and support for schools. Staff from the School Administration and Leadership department, Accelerating Achievement and Equity department, Curriculum, Instruction and Innovation department and Student Accountability and School Improvement department meet to review school and student performance as local assessment results are collected throughout the year. Schools are responsible for meeting systemic targets in their Comprehensive School Improvement plans and use FCPS local assessments to monitor progress along the way.

Birth to Grade 12 Assessments

Kindergarten Readiness Assessment

The new Maryland College and Career Standards raised the bar for all school age students, including kindergarteners. As a result, in 2014 Maryland began using the Kindergarten Readiness Assessment (KRA) developed under the Race to the Top Early Learning Challenge Grant in partnership with MSDE, the Johns Hopkins University Center for Technology in Education, the Ohio Department of Education, and West-Ed based on the states' Prekindergarten standards. It is a required state assessment of Kindergarten Readiness given during the first 6 weeks of school.

Kindergarten Readiness Assessment (KRA) measures school readiness in four domains: social foundations; language/literacy, mathematics, and physical well-being and motor development. The KRA provides information regarding school readiness levels, making it possible to determine if entering students have the knowledge, skills, and abilities required to succeed in kindergarten. The KRA can:

- Provide Student Level Data: Gives teachers rich information about each assessed child's knowledge, skills, abilities, and learning needs;
- Inform Families: Each assessed child's readiness for school is described in the Kindergarten Readiness Assessment Individual Student Report (ISR) and is provided to the family of every assessed child;
- Instruct Community Leaders and Policy Makers: Stakeholders at the community, jurisdictional, and state levels gather important information about how well-prepared their children are for kindergarten; and

- Advise School Leaders and Early Childhood Programs: The data offer schools and programs information about the learning needs of assessed children.

The KRA also identifies the individual needs of children, enabling teachers to make informed instructional decisions and produces reports for children with disabilities that align with Maryland's online Individualized Education Plan (IEP) system.

PARCC

The PARCC tests, which resulted from the collaboration of several states and PARCC, Inc., are considered end-of-course exams. For students in grades three through 8 and grade 10, they are given toward the end of the school year. For the English test, students read passages from real texts (fiction and nonfiction) and sometimes watch video or listen to audio. They write using what they've learned from the passages and multimedia to support their arguments. The PARCC tests in English language arts measure writing at every grade because it is key to showing readiness for the next level of academic work or college and career readiness.

ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 is an English language proficiency assessment administered to English Learners (ELs) identified in kindergarten through 12th grade. It is given annually to monitor students' progress in acquiring academic English and assesses ELs' skills in listening, speaking, reading, and writing.

Met or Exceeded Expectations 2016-2017

The following chart identifies the percentage of FCPS students who met or exceeded expectations on statewide assessments.

Student Level	All Students	Special Education Students	English Learners	Economically Disadvantaged Students
Kindergarten Readiness Assessment (KRA) Demonstrating Readiness in the Literacy Domain				
Kindergarten	49%	** Fewer than 25 K students assessed	16%	33%
PARCC ELA/Literacy (Combined 4,5)				
Grade 3	48.2%	14.3%	8.9%	30.1%
Grade 4	52.5%	10.8%	3.1%	29.1%
Grade 5	51.1%	8.1%	0.0%	28.2%
Grade 6	48.8%	4.0%	0.0%	22.9%

Grade 7	52.7%	9.8%	0.0%	29.4%
Grade 8	49.0%	5.6%	1.2%	26.5%
Grade 10	66.7%	17.5%	6.3%	38.9%

ACCESS for EL students

Table 5 below illustrates FCPS' progress made in meeting AMAO 1 for the past four school years. Data for school year 2016-17 are not yet available. For the past four years, FCPS EL students exceeded the state's targets for progressing toward English proficiency.

Table 5. English Learners—MSDE Criteria and Targets for AMAO 1 ACCESS FOR ELLS—COMPOSITE PROFICIENCY LEVEL GAIN (0.5)			
School Year	State Target (%)	FCPS %	Met or Not Met
2012-13	54	63.47	Met
2013-14	55	69.36	Met
2014-15	56	62.60	Met
2015-16	57	58.00	Met
2016-17	58	Not available yet	Not available yet

The most challenging areas for EL students on the ACCESS for ELLs 2.0 assessment are reading and writing; students continue to show strong progress in listening and speaking on this assessment.

Table 6 illustrates FCPS' progress made in AMAO 2 for the past three school years. Data for school year 2016-17 are not yet available. For the past three years, FCPS EL students exceeded the state's targets for attaining proficiency in English.

Table 6. English Learners Students—MSDE Criteria and Targets for AMAO 2 ACCESS FOR ELLS—COMPOSITE PROFICIENCY LEVEL (4.5)			
School Year	State Target (%)	FCPS %	Met or Not Met
2012-13	11	21.70	Met
2013-14	12	28.07	Met
2014-15	14	20.61	Met
2015-16	15	19.65	Met
2016-17	16	Not available yet	Not available yet

The most challenging areas for EL students on the ACCESS for ELLs 2.0 assessment are reading and writing; students continue to show strong progress in listening and speaking on this assessment.

FCPS Required Local Assessments

The following assessments comprise the comprehensive system of required local assessments:

Name of Assessment	Purpose of Assessment	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Oral Language Acquisition Inventory (OLAI)	The OLAI identifies each student's individual needs with oral language development.	X													
Writing Sample	The writing sample identifies each student's individual needs with emergent writing skills.	X													
Foundational Skills	Foundational Skills identifies each student's individual needs with phonological awareness, phonemic	X													

	awareness and concepts about print.														
Benchmark Assessment System	Measures progress on MCCRS		X	X	X	X	X	X							
Elementary On-Demand Writing	Measures progress on MCCRS		X	X	X	X	X	X							
Fluency Assessment	Measures progress on MCCRS					X	X	X							
Reading Performance Series	Computer Adaptive Universal Screener				X			X			X				
Narrative Writing Task Benchmark	Measures progress on MCCRS								X	X	X	X	X	X	
Literary Analysis Task Benchmark	Measures progress on MCCRS								X	X	X	X	X	X	
Research Simulation Task Benchmark	Measures progress on MCCRS								X	X	X	X	X	X	

FCPS Progress Monitoring Assessments

The following assessments comprise the comprehensive system of progress monitoring assessments:

Name of Assessment	Purpose of Assessment	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Foundational Skills	Foundational Skills identifies each student's individual needs with phonological awareness, phonemic awareness and concepts about print.		X	X											

Words Their Way Spelling Inventory	Identifies students' knowledge of key spelling features that relate to the different spelling stages.				X	X	X	X							
San Diego Quick Assessment	Measures word recognition across multiple grade levels				X	X	X	X							
Nonsense Word Test	Measures student's decoding abilities without allowing their sight word knowledge to interfere				X	X	X	X							

Comprehensive System of Assessment Goals

Key 4: A comprehensive system of assessments includes state, local, school, and teacher assessment data. A comprehensive assessment system allows for strategic data-informed decision making to meet the needs of the individual student.						
MSDE Goals for Comprehensive System of Assessments	Birth- Age 5 System of Early Care and Education	K- Grade 5	Grades 6-8	Grades 9-12	Time line	Responsible Party
Report to stakeholders readiness for and progress toward college and career readiness for all	Use valid and reliable assessments to determine readiness for and progress toward	Use valid and reliable assessments including KRA, PARCC, and other content	Use valid and reliable assessments, including PARCC, and other content	Use valid and reliable assessments including PARCC, and other	2018-2020	Assessment and Accountability and Equity department

FCPS students	literacy development	standards approved assessments to determine readiness for and progress toward literacy development	standards approved assessments to determine readiness for and progress toward literacy development	Department approved college and career readiness assessments to determine readiness for and progress toward literacy development		
Conduct collaborative trainings regarding interpretation of various assessment data	Provide training on developmentally appropriate assessment tools	Collaborative Professional Learning sessions focused on interpretation of various literacy assessments, universal screener and curricular resources	Collaborative Professional Learning sessions focused on interpretation of various literacy assessments, universal screener and curricular resources	Collaborative Professional Learning sessions focused on interpretation of various literacy assessments, universal screener and curricular resources	2018-2020	EL Department Special Education Department Curriculum Department Assessment and Accountability and Equity Department
Support school based assessment initiatives	Provide training for developmentally appropriate literacy assessments	Build capacity of school based literacy specialists with assessment data	Build capacity of school based literacy specialists with assessment data	Build capacity of school based literacy specialists with assessment data	2018-2020	Assessment and Accountability and Equity Department Curriculum Department
Provide workshops, webinars and resources regarding the use of available progress monitoring tools.	Provide training for developmentally appropriate literacy assessments	Provide training to school based staff for best practices using progress monitoring tools.	Provide training to school based staff for best practices using progress monitoring tools.	Provide training to school based staff for best practices using progress monitoring tools.	2018-2020	Assessment and Accountability and Equity Department Curriculum Department

Enhancements/Improvements to Consider

Birth to Age Five System of Early Care and Education

- Provide additional training for developmentally appropriate literacy assessments.

Kindergarten to Grade Twelve

- Data discussions at the central office level must continue to occur in order to accelerate achievement and ensure equity for all students. Actionable steps for all departments will be created as a result of the data analysis.
- Data discussion at the school level must occur on a regular basis in order to accelerate achievement and ensure equity for all students.
- Ensure common planning time among grade level teams to analyze data and share best practices. The EL teacher, reading intervention teacher and Special Education teacher should also attend regularly to provide additional support.
- Incorporate a K-12 universal screener as part of the FCPS Assessment Framework in order to guarantee the needs of all students are being met.
- Provide teachers with formative assessment ideas/banks and build their capacity to adjust instruction accordingly.

Key 5

Tiered Instruction and Interventions

Key 5 Tiered Instruction and Interventions

Purpose

FCPS has adopted the Universal Design for Learning (UDL) in all classrooms in order to personalize learning to facilitate the academic success of each student. This is achieved first by determining the learning needs, interests, and aspirations of individual students, and then by customizing learning experiences, to a greater or lesser extent, for each student. This approach provides choice and individualization for students which, in turn, allows teachers to provide tiered instruction. In addition, Maryland developed a structured Response to Intervention Framework in 2008 that was adopted in FCPS. The tiered system of support will continue to be refined and include all children, and will provide enrichment and intervention models to achieve comprehensive literacy for all.

Birth to Grade 12 Established Programs/Initiatives

Birth to Age Five System of Early Care and Education

- Ready Rosie - a family engagement tool using very brief video's to support parents and caregivers.
- Infants and Toddlers program - services for children who qualify with a 25% delay in any area. Services are provided in the child's natural environment. Ages served - birth to 4.
- Healthy Families Frederick - a home visiting program for at risk first time parents. Must begin within the first 3 months and can continue until age 5.
- Family Partnership - a family support center serving caregivers and children ages birth through age three. Center based and home visiting services available.
- Family Literacy - serving ELL families with children from 6 months to kindergarten. Provides early childhood education, adult education, parenting, and parent and child together activities.
- Head Start - a federally funded comprehensive program for families living in poverty and children ages three through five.
- Judy Center - provides comprehensive services to all who touch the lives of young children in the Waverley and Lincoln school districts. Programs and services are provided through collaborative partnerships.
- Prekindergarten - FCPS program serving income eligible children in 20 elementary schools.

Kindergarten to Grade Five

- Leveled Literacy Intervention (LLI) - The Fountas & Pinnell (F & P) Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide daily instruction that will bridge the gap for struggling students in order to achieve grade level expectations in reading and writing.
- Reading Mastery Signature levels K/1 - Small group intensive intervention where decoding is taught explicitly and systematically. Numerous opportunities are presented for building fluency,

allowing students to focus on the meaning of the text; comprehension instruction begins early.

- Corrective Reading - Corrective is a small group intensive, direct instruction reading intervention for students who are below grade level and struggling with decoding.
- Evidence-Based Intervention Program - An EBIP is an Evidence Based Intervention Program that enables schools to develop a customized program to meet the specific needs of a student, which have been identified based on analysis of multiple measures of student performance. The plan is purposeful and includes goal directed instruction with ongoing progress monitoring and regular student feedback. The driving force of the EBIP is the evidence that is collected during implementation. This evidence will determine whether teachers will continue as planned or adjust instruction based on the student's response.

Grade Six to Grade Eight

FCPS uses state and local testing data to drive and differentiate instruction and to provide remediation or enrichment instruction as necessary. Additionally, teacher reports, team meetings, and conferences with counselors, parents, and students provide additional information regarding ways to meet the needs of all students. This data will be viewed with research supporting learning of disadvantaged students, ELs, and students with special needs in order to improve equity.

- Read 180 - Read 180 Next Generation is a comprehensive reading intervention that incorporates whole and small group instruction, adaptive software, and independent reading in a blended instructional model to accelerate reading achievement.
- System 44 - System 44 Next Generation is a foundational reading program for the most challenged readers in Grades 3–12+. System 44 is proven to help students master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.
- Read 180 / System 44 Hybrid Model - A hybrid model of both programs is implemented for those students who need both decoding and comprehension support. Students work in the System 44 software independently for decoding support and participate in Read 180 whole and small group lessons for comprehension support.
- Corrective Reading - Corrective is a small group intensive, direct instruction reading intervention for students who are below grade level and struggling with decoding.
- Read Naturally - Read Naturally is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of reading passages and audio recordings (CDs). The Read Naturally program combines three strategies for improving fluency: teacher modeling, repeated reading, and progress monitoring. Students work at a reading level appropriate for their achievement level, progress throughout the program at their own rate, and primarily work independently (What Works Clearinghouse, <https://ies.ed.gov/ncee/wwc/Intervention/325>).
- Evidence-Based Intervention Program - An EBIP is an Evidence Based Intervention Program that enables schools to develop a customized program to meet the specific needs of a student, which have been identified based on analysis of multiple measures of student performance. The plan is purposeful and includes goal directed instruction with ongoing progress monitoring and regular student feedback. The driving force of the EBIP is the evidence that is collected during



implementation. This evidence will determine whether teachers will continue as planned or adjust instruction based on the student's response.

Grade Nine to Grade Twelve

FCPS uses state and local testing data to drive and differentiate instruction and to provide remediation or enrichment instruction as necessary. Additionally, teacher reports, team meetings, and conferences with counselors, parents, and students provide additional information regarding ways to meet the needs of all students. This data will be viewed with research supporting learning of disadvantaged students, ELs, and students with special needs in order to improve equity.

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- Corrective Reading - Corrective is a small group intensive, direct instruction reading intervention for students who are below grade level and struggling with decoding.
- Evidence-Based Intervention Program - An EBIP is an Evidence Based Intervention Program that enables schools to develop a customized program to meet the specific needs of a student, which have been identified based on analysis of multiple measures of student performance. The plan is purposeful and includes goal directed instruction with ongoing progress monitoring and regular student feedback. The driving force of the EBIP is the evidence that is collected during implementation. This evidence will determine whether teachers will continue as planned or adjust instruction based on the student's response.

Personalized Instruction and Interventions Goals

<p>Key 5: FCPS has adopted the Universal Design for Learning (UDL) in all classrooms in order to personalize learning to facilitate the academic success of each student. This is achieved first by determining the learning needs, interests, and aspirations of individual students, and then by customizing learning experiences, to a greater or lesser extent, for each student. This approach provides choice and individualization for students which, in turn, allows teachers to provide tiered instruction. In addition, Maryland developed a structured Response to Intervention Framework in 2008 that was adopted in FCPS. The tiered system of support will continue to be refined and include all children, and will provide enrichment and intervention models to achieve comprehensive literacy for all.</p>						
Goals for Tiered Instruction and Intervention	Birth to Age 5	K - Grade 5	Grades 6-8	Grades 9-12	Timeline	Key Contributors
Provide interventions during the earliest years to support families as child's first teacher	Community programs available to neediest students				Ongoing	Infants and Toddlers, Healthy Families Frederick, Family Partnership, Family Literacy, Head Start, Judy Center, PreK
Provide professional learning for LEA staff, on Multi-Tiered System of Support to meet the needs of all students, including students with		Identification of a lead intervention teacher and provide professional learning four times per year.	Identification of a lead intervention teacher and provide professional learning four times per year.	Identification of a lead intervention teacher and provide professional learning four times per year.	ongoing	System Accountability and School Improvement Staff Special Ed Staff Content Staff

disabilities						
Provide resources for implementing multi-tiered systems of support		Revise and transform FCPS's Response to Intervention (RTI) framework into a MultiTiered System of Support (MTSS) Provide implementation rubric for revised MTSS framework	Revise and transform FCPS's Response to Intervention (RTI) framework into a MultiTiered System of Support (MTSS) Provide implementation rubric for revised MTSS framework	Revise and transform FCPS's Response to Intervention (RTI) framework into a MultiTiered System of Support (MTSS) Provide implementation rubric for revised MTSS framework	Ongoing	System Accountability and School Improvement Staff Special Education Staff Content Staff
Provide technical support		Provide training for the monitoring and reporting required Provide training and resources on progress monitoring for Multi-Tiered System of Instruction	Provide training for the monitoring and reporting required Provide training and resources on progress monitoring for Multi-Tiered System of Instruction	Provide training for the monitoring and reporting required Provide training and resources on progress monitoring for Multi-Tiered System of Instruction	Ongoing	System Accountability and School Improvement Staff Special Education Staff Content Staff
Provide opportunities for collaboration across content in order to meet the needs of intervention students		Provide training in working collaboratively with Content, Special Education, Intervention, and EL	Provide training in working collaboratively with Content, Special Education, Intervention, and EL	Provide training in working collaboratively with Content, Special Education, Intervention, and EL	2017-2018	System Accountability and School Improvement Staff Special Education Staff Content Staff

		teachers and specialists.	teachers and specialists	teachers and specialists		AAE Staff
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Enhancements/Improvements to Consider

Birth to Age Five System of Early Care and Education

- Implement Raising a Reader program in pre-k and community programs. Raising a Reader focuses on strengthening family literacy routines and community literacy connections – a method that’s proven to work. <https://www.raisingareader.org/>
- Continue to implement Ready Rosie.
- Implement Learning Parties for identified families.
- Enroll children in Dolly Parton Imagination Library.

Kindergarten to Grade Five

- Focus on Tier 1 interventions that take place in the classroom.
- Provide teachers with resources that enable them to enhance instruction for struggling readers.
- Teachers need additional professional learning in understanding available literacy data and how to use it for identifying student needs for intervention.
- Teachers need additional professional learning in utilizing reading and writing strategies that will support the specific needs of their diverse learners. This will also include professional learning on culturally-responsive teaching that is grounded in best practices for literacy.
- FCPS will continue to provide multi-tiered systems of support include interventions as well as enrichments and are for all students at all levels of proficiency and at every level of development.
- Collaboration is needed as students transition from one grade level to the next and from one school level to the next. In those meetings, teachers need to share student-specific best practices with the next grade level teachers.
- Additional support is needed for students reading below grade level.

Grade Six to Grade Eight

- Focus on Tier 1 interventions that take place in the classroom.
- Provide teachers with resources that enable them to enhance instruction for struggling readers.
- Provide professional learning in understanding available literacy data and how to use it for identifying student needs for intervention.
- Provide additional professional learning in utilizing reading and writing strategies that will support the specific needs of their diverse learners. This also will include professional learning on culturally-responsive teaching that is grounded in best practices for literacy.
- Continue to provide multi-tiered systems of support include interventions as well as enrichments and are for all students at all levels of proficiency and at every level of development.
- Increase the amount of collaboration among and within schools as students transition from one grade level to the next and from one school level to the next. In those meetings, teachers need to share student-specific best practices with the next grade level teachers.
- Provide additional support for students reading below grade level.

Grade Nine to Grade Twelve

- Focus on Tier 1 interventions that take place in the classroom.
- Provide teachers with resources that enable them to enhance instruction for struggling readers.
- Possibly replace Read 180 with another reading intervention for students who received Read 180 in middle school.
- Provide professional learning in understanding available literacy data and how to use it for identifying student needs for intervention.
- Provide additional professional learning in utilizing reading and writing strategies that will support the specific needs of their diverse learners. This also will include professional learning on culturally-responsive teaching that is grounded in best practices for literacy.
- Continue to provide multi-tiered systems of support include interventions as well as enrichments and are for all students at all levels of proficiency and at every level of development.
- Increase the amount of collaboration among and within schools as students transition from one grade level to the next and from one school level to the next. In those meetings, teachers need to share student-specific best practices with the next grade level teachers.
- Provide additional support for students reading below grade level.

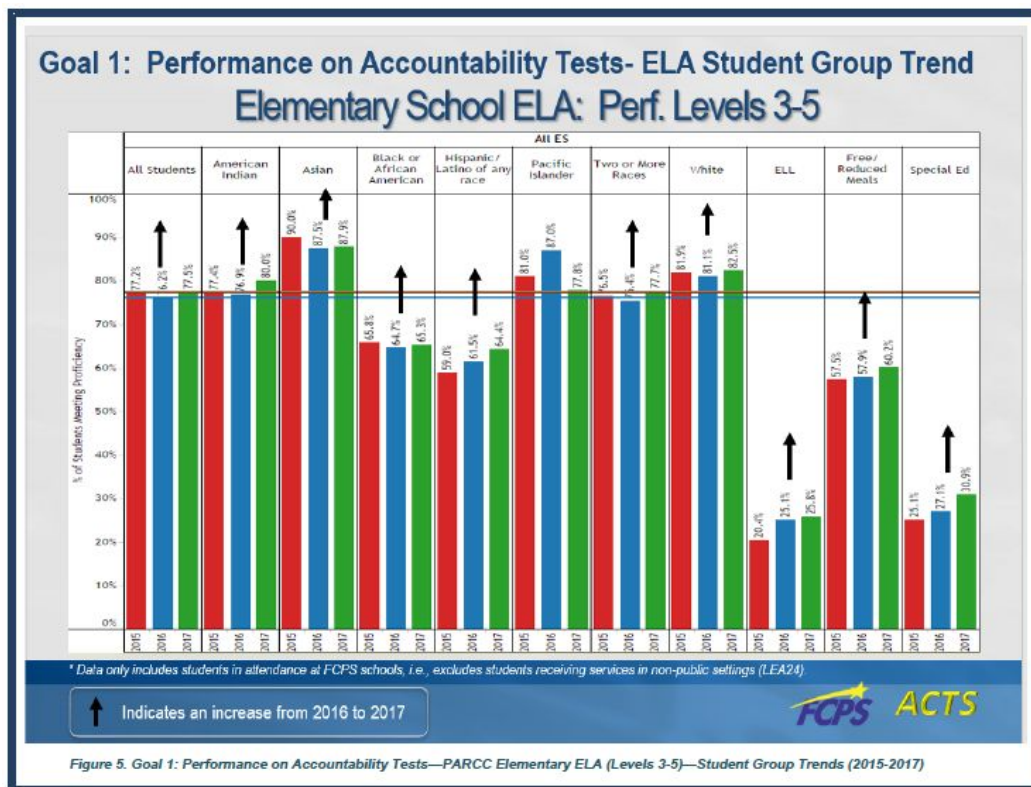
Appendix A: FCPS 2016-2017 Data

In 2016-17, there were 41,3181 students enrolled in FCPS; thus, an increase of 665 students from the 2015-16 school year. The racial/ethnic composition of the student body was: 61.8% white; 15.5% Hispanic/Latino; 11.9% black/African American; 5.3% Asian; 4.9% two or more races; 0.4% American Indian/Alaskan Native; and 0.2% Native Hawaiian/Other Pacific Islander. FCPS serves students with varying needs, including 4,190 students with disabilities (10%), 2,388 English learners (EL) (6%), and nearly 11,000 receiving free and/or reduced meals (FARM) (27%).

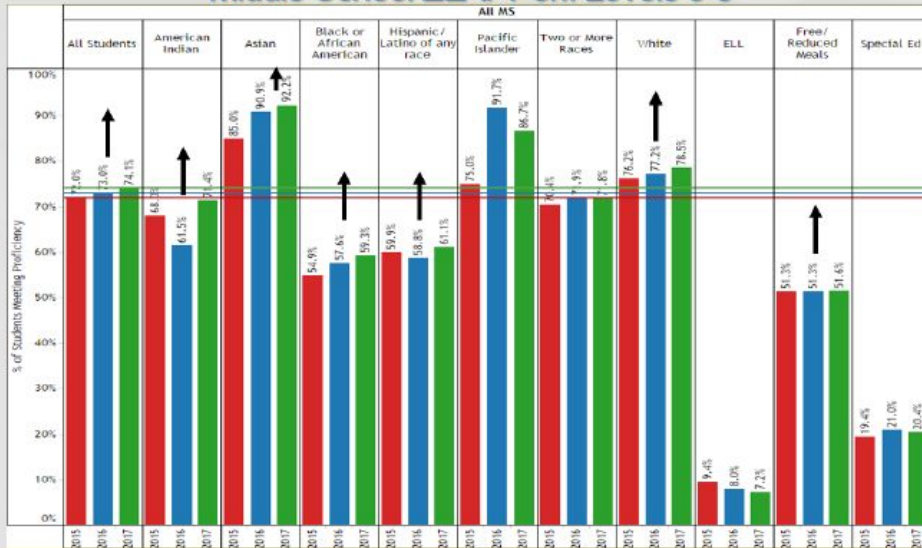
The chart below represents the Kindergarten Readiness Assessment Data for Fall 2017.

Domain	FCPS	ELL	Non-ELL	FARM	Non-FARM
Composite	54%	26%	59%	36%	62%
Language and Literacy	49%	16%	54%	33%	56%

The next three charts illustrate FCPS students' performance on the PARCC accountability tests. The gaps among students receiving English Language services, free and reduced meals, and special education services is evident.



Goal 1: Performance on Accountability Tests- ELA Student Group Trend Middle School ELA: Perf. Levels 3-5



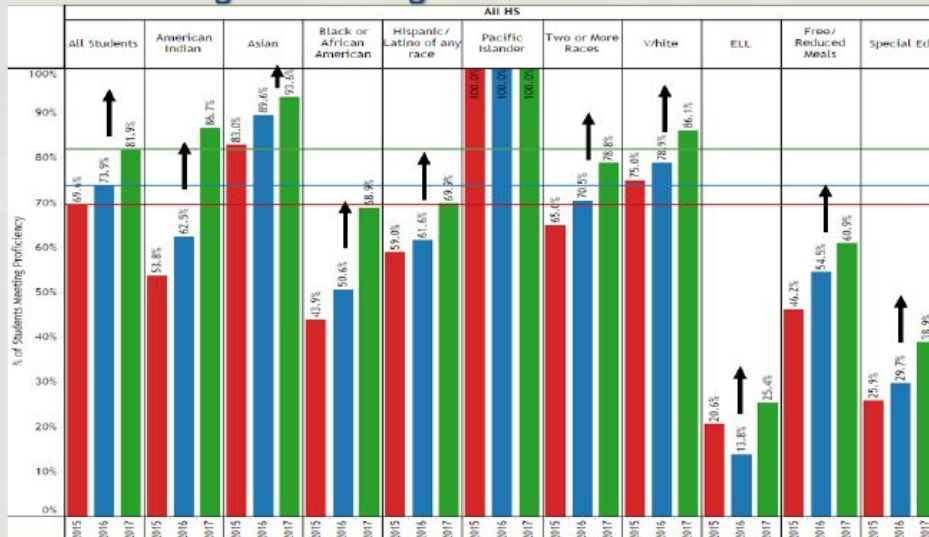
* Data only includes students in attendance at FCPS schools, i.e., excludes students receiving services in non-public settings (LEA24).

↑ Indicates an increase from 2016 to 2017

FCPS ACTS

Figure 7. Goal 1: Performance on Accountability Tests—PARCC Middle School ELA (Levels 3-5)—Student Group Trends (2015-2017)

Goal 1: Performance on Accountability Tests- ELA Student Group Trend High School English 10: Perf. Levels 3-5



* Data only includes students in attendance at FCPS schools, i.e., excludes students receiving services in non-public settings (LEA24).

↑ Indicates an increase from 2016 to 2017

FCPS ACTS

Figure 9. Goal 1: Performance on Accountability Tests—PARCC English 10 (Levels 3-5)—Student Group Trends (2015-2017)

The following chart identifies the percentage of FCPS students who met or exceeded expectations on statewide assessments

Student Level	All Students	Special Education Students	English Learners	Economically Disadvantaged Students
Kindergarten Readiness Assessment (KRA) Demonstrating Readiness in the Literacy Domain				
Kindergarten	49%	** Fewer than 25 K students assessed	16%	33%
PARCC ELA/Literacy (Combined 4,5)				
Grade 3	48.2%	14.3%	8.9%	30.1%
Grade 4	52.5%	10.8%	3.1%	29.1%
Grade 5	51.1%	8.1%	0.0%	28.2%
Grade 6	48.8%	4.0%	0.0%	22.9%
Grade 7	52.7%	9.8%	0.0%	29.4%
Grade 8	49.0%	5.6%	1.2%	26.5%
Grade 10	66.7%	17.5%	6.3%	38.9%

The following table displays the most significant and consistent gaps that are evident in the FCPS PARCC data.

Table 1. Achievement Gaps (%)—Identified Student Groups Compared to All Students Based on 2015-2017 PARCC Results, Performance Band 3-5															
	Black/ African American			Hispanic/ Latino			ELL			Free/ Reduced Meals			Special Education		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
ELA	16	15	13	15	14	13	57	56	57	20	20	20	51	50	49
MATH	19	15	16	15	14	15	47	45	50	19	20	20	45	45	44

The system-wide Benchmark Assessment reading data shows the achievement gap of our disadvantaged students at all grade levels. Benchmark Assessment data is gathered throughout the school year with Kindergarten, First and Second Graders being assessed three times throughout the year. Grades 3 and 4 are assessed twice a year while Grade 5 is assessed once. There are significant gaps with the EL and special Education students. The gap is evident with Free and Reduced Meals students, not as large as the other two groups. Within the EL student group, the gap grows larger with each grade level concluding with 5th grade having the largest gap.

Benchmark Assessment System 2nd edition (BAS) % = students meeting grade level expectations				
All Schools FCPS	ALL FCPS	English Learners	Free and Reduced Meals	Special Education
K January 2018	61.3%	37.5%	43.6%	29.8%
First Grade January 2018	76.6%	48.6%	61.4%	45.1%
Second Grade January 2018	78.9%	56.5%	64.9%	34.9%
Third Grade November 2018	74.9%	42.1%	63.1%	33.4%
Fourth Grade November 2018	73.3%	34.6%	59.6%	29.2%
Fifth Grade November 2017	74.3%	15.8%	62.7%	27.8%

The chart below represents the percentage of middle school students meeting proficiency (2.5+ on all dimensions of rubric) on the 2018 ELA Benchmarks.

	English Learner	Non- English Learner	Special Education	Non- Special Education	Free and Reduced Meals	Non-Free and Reduced Meals
Narrative Benchmark	15.0	55.9	17.5	63.8	41.3	65.2
Literary Analysis Benchmark	15.8	56.9	18.9	59.6	36.6	62.0

Research Simulation Benchmark	Not available until late May 2018
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The chart below represents the percentage of ninth grade students meeting proficiency (2.5+ on all dimensions of rubric) on the 2018 ELA Benchmarks.

	English Learner	Non-English Learner	Special Education	Non-Special Education	Free and Reduced Meals	Non-Free and Reduced Meals
Narrative Benchmark	0.0	54.5	21.3	54.5	39.7	54.5
Literary Analysis Benchmark	0.0	55.7	16.9	55.7	36.6	55.7
Research Simulation Benchmark	0.0	57.3	18.6	57.3	39.6	57.3

The chart below represents the percentage of tenth grade students meeting proficiency (2.5+ on all dimensions of rubric) on the 2018 ELA Benchmarks.

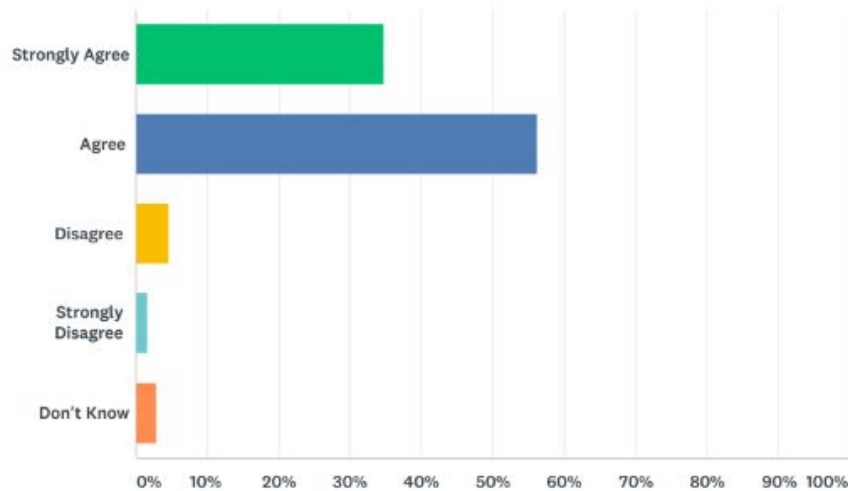
	English Learner	Non-English Learner	Special Education	Non-Special Education	Free and Reduced Meals	Non-Free and Reduced Meals
Narrative Benchmark	26.7	60.1	21.1	60.1	42.1	60.1
Literary Analysis Benchmark	26.6	60.0	17.1	60.0	44.5	60.0
Research Simulation Benchmark	33.3	64.0	23.7	64.0	45.9	64.0

Appendix B: Needs-based Survey and Results

Staff Survey

Q1 FCPS provides professional learning for literacy through a variety of formats (e.g., face-to-face, MSDE, school-based, etc.).

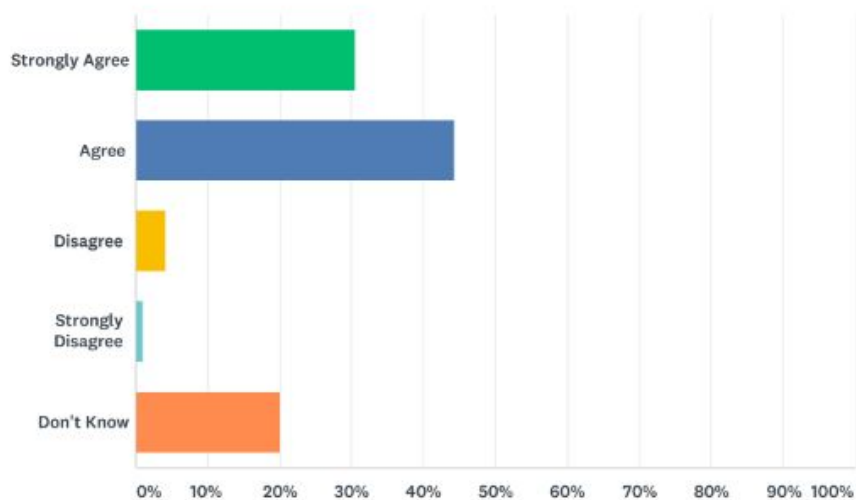
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ANSWER CHOICES	RESPONSES	
Strongly Agree	34.65%	184
Agree	56.31%	299
Disagree	4.52%	24
Strongly Disagree	1.69%	9
Don't Know	2.82%	15
TOTAL		531

Q2 FCPS provides time for regular literacy specialist meetings.

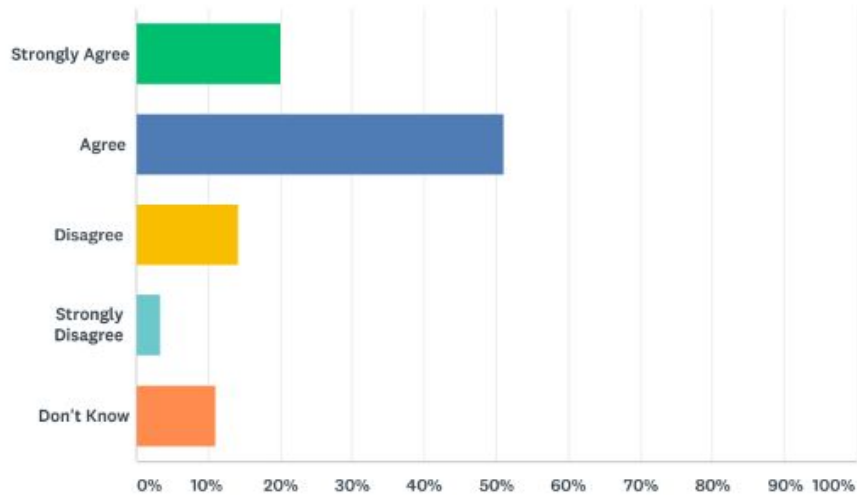
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ANSWER CHOICES	RESPONSES	
Strongly Agree	30.51%	162
Agree	44.26%	235
Disagree	4.14%	22
Strongly Disagree	0.94%	5
Don't Know	20.15%	107
TOTAL		531

Q3 FCPS school-based administrators participate with teachers in literacy professional learning.

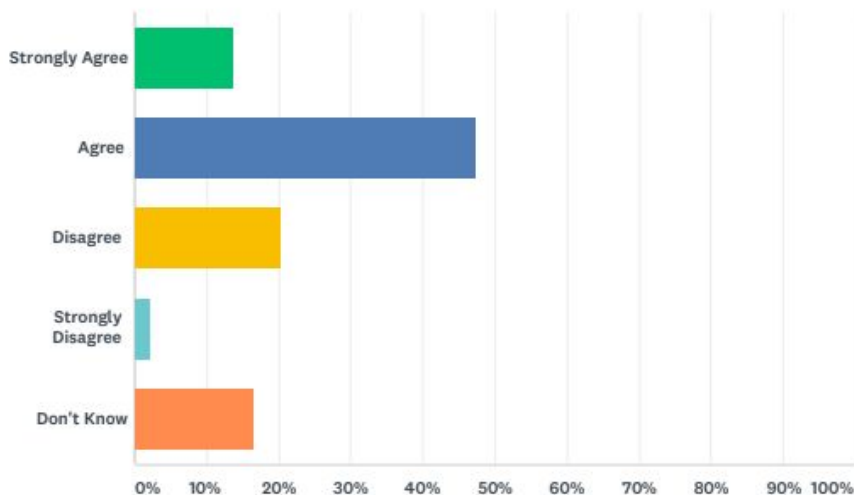
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ANSWER CHOICES	RESPONSES	
Strongly Agree	20.15%	107
Agree	51.04%	271
Disagree	14.31%	76
Strongly Disagree	3.39%	18
Don't Know	11.11%	59
TOTAL		531

Q4 FCPS provides literacy support to a variety of stakeholders (parents, community-based providers, higher education representatives) through community or school-based events.

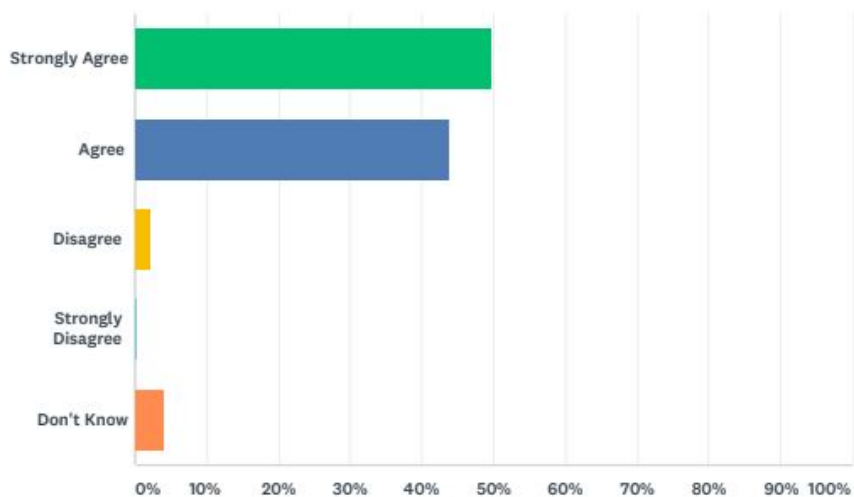
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ANSWER CHOICES		RESPONSES	
Strongly Agree		13.75%	73
Agree		47.27%	251
Disagree		20.34%	108
Strongly Disagree		2.07%	11
Don't Know		16.57%	88
TOTAL			531

Q5 FCPS literacy instruction is aligned to Maryland College and Career Ready Standards for English/language arts.

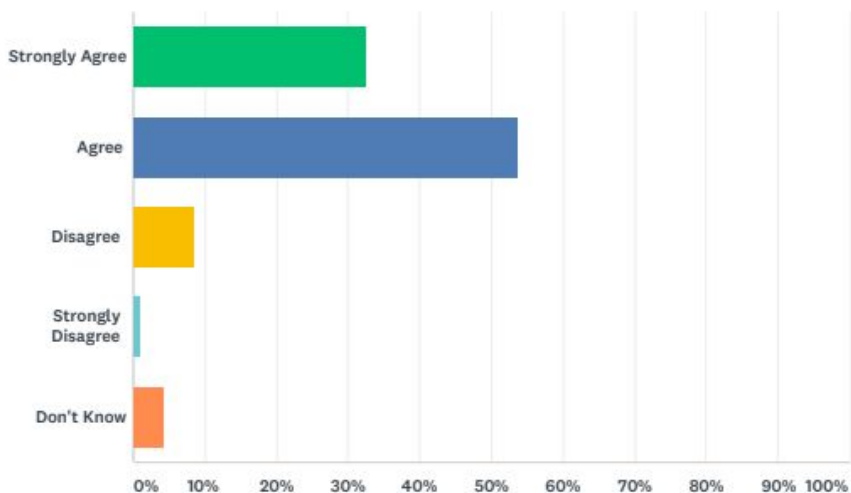
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ANSWER CHOICES	RESPONSES	
Strongly Agree	49.72%	264
Agree	43.88%	233
Disagree	2.07%	11
Strongly Disagree	0.19%	1
Don't Know	4.14%	22
TOTAL		531

Q6 FCPS teachers incorporate literacy instruction in all content areas (disciplinary literacy).

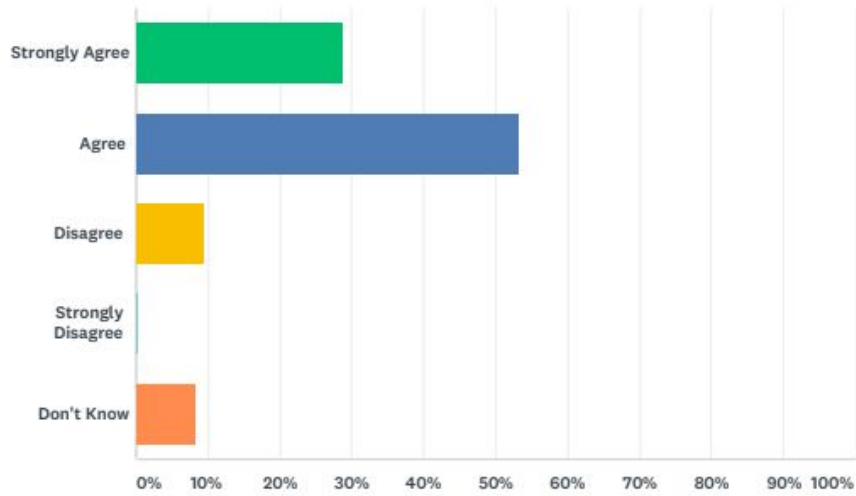
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ANSWER CHOICES	RESPONSES	
Strongly Agree	32.58%	173
Agree	53.67%	285
Disagree	8.47%	45
Strongly Disagree	0.94%	5
Don't Know	4.33%	23
TOTAL		531

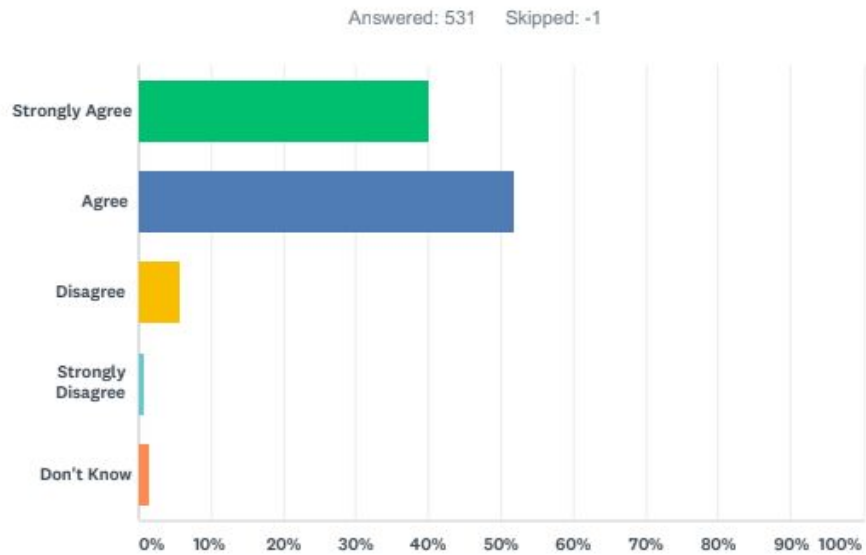
Q7 State and local literacy assessments include screening, diagnostic, formative, and summative assessment components.

Answered: 531 Skipped: -1



ANSWER CHOICES	RESPONSES	
Strongly Agree	28.81%	153
Agree	53.30%	283
Disagree	9.42%	50
Strongly Disagree	0.19%	1
Don't Know	8.29%	44
TOTAL		531

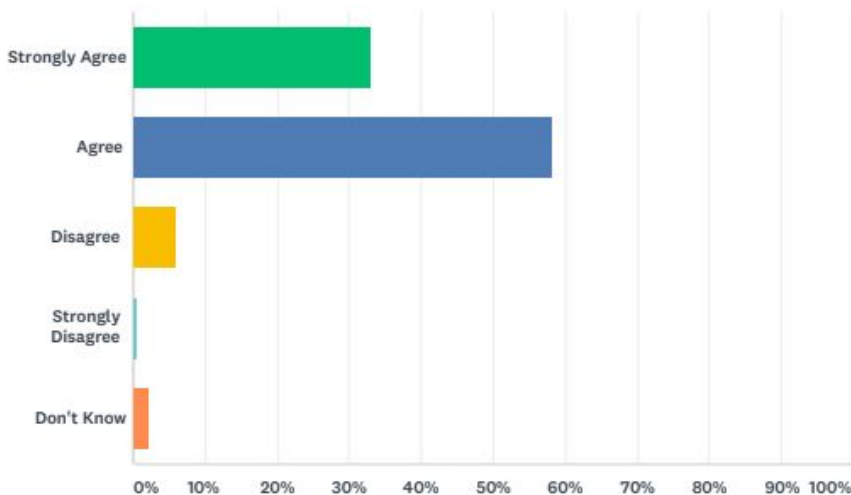
Q8 Data from FCPS literacy assessments (state and local) are used to identify students' learning needs, inform instruction, and monitor student progress and effects of instruction.



ANSWER CHOICES	RESPONSES	
Strongly Agree	40.11%	213
Agree	51.98%	276
Disagree	5.65%	30
Strongly Disagree	0.75%	4
Don't Know	1.51%	8
TOTAL		531

Q9 State and local literacy assessments provide individual student level data to identify students who are at risk for educational failure or are in need of special assistance and support.

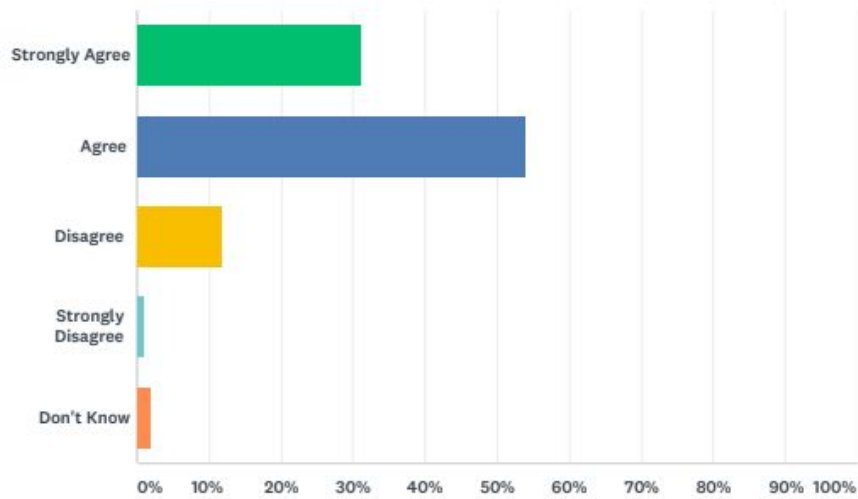
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ANSWER CHOICES	RESPONSES	
Strongly Agree	33.15%	176
Agree	58.19%	309
Disagree	5.84%	31
Strongly Disagree	0.56%	3
Don't Know	2.26%	12
TOTAL		531

Q10 FCPS uses multi-tiered intervention systems to support the literacy needs of individual students.

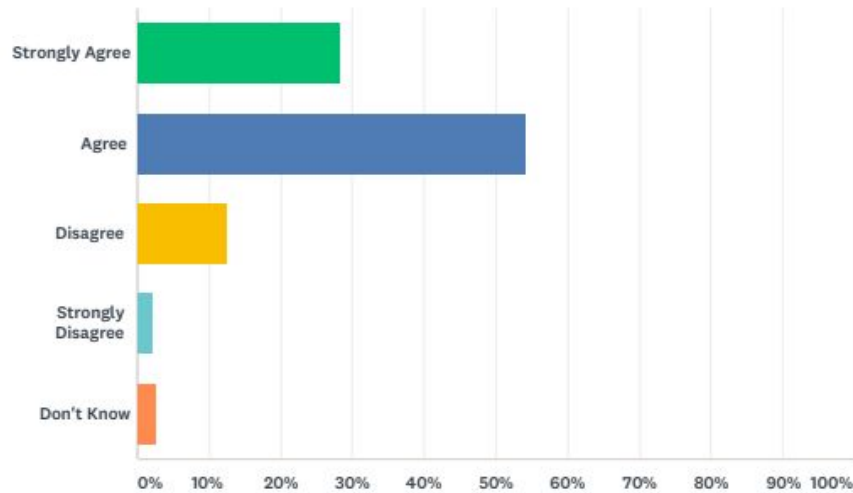
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ANSWER CHOICES	RESPONSES	
Strongly Agree	31.07%	165
Agree	54.05%	287
Disagree	11.86%	63
Strongly Disagree	1.13%	6
Don't Know	1.88%	10
TOTAL		531

Q11 FCPS uses literacy interventions to accelerate students to meeting grade level expectations.

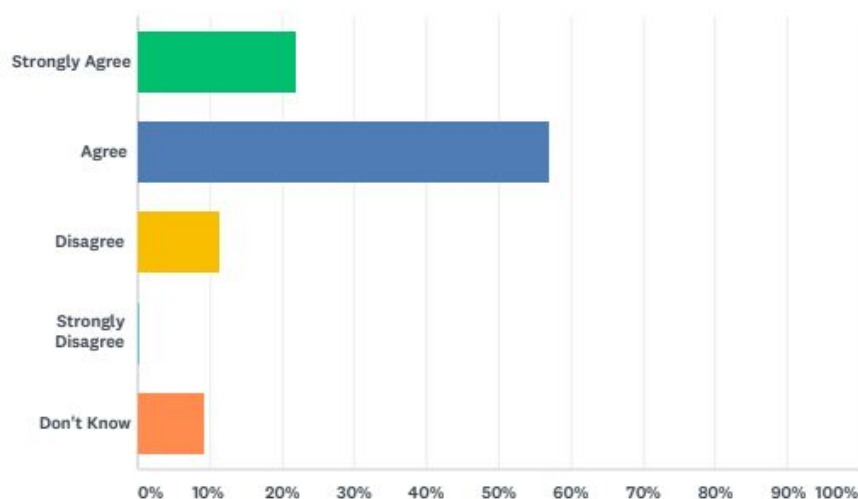
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ANSWER CHOICES	RESPONSES	
Strongly Agree	28.25%	150
Agree	54.24%	288
Disagree	12.62%	67
Strongly Disagree	2.26%	12
Don't Know	2.64%	14
TOTAL		531

Q12 FCPS teachers design literacy lessons with Universal Design for Learning (UDL) to provide flexibility in the way information is presented and the way students respond or demonstrate knowledge and skills.

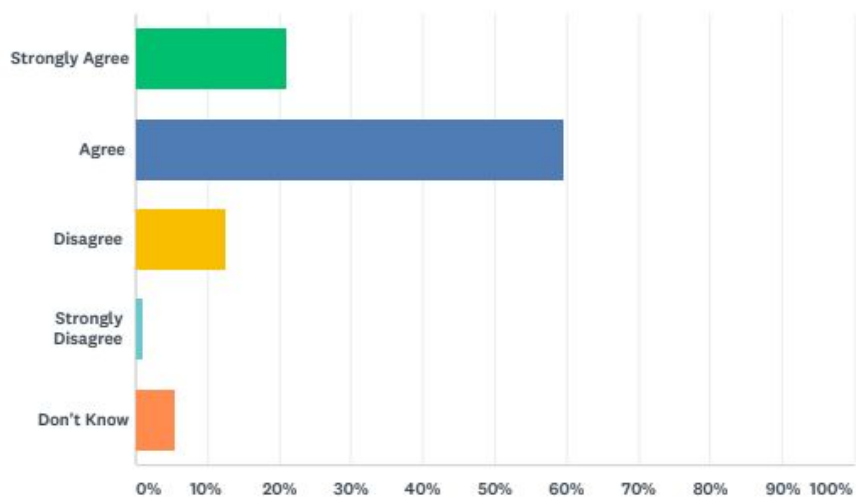
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ANSWER CHOICES	RESPONSES	
Strongly Agree	22.03%	117
Agree	57.06%	303
Disagree	11.30%	60
Strongly Disagree	0.38%	2
Don't Know	9.23%	49
TOTAL		531

Q13 FCPS provides culturally responsive literacy instruction to meet the diverse needs of all students.

Answered: 531 Skipped: -1



ANSWER CHOICES	RESPONSES	
Strongly Agree	21.09%	112
Agree	59.70%	317
Disagree	12.62%	67
Strongly Disagree	1.13%	6
Don't Know	5.46%	29
TOTAL		531

Q14 Please provide any additional comments.

Answered: 149 Skipped: 381

#	RESPONSES	DATE
1	na	2/21/2018 2:36 PM
2	N/A	2/21/2018 1:24 PM
3	There could be more consistency in the selection, instruction, and monitoring of students in interventions.	2/21/2018 8:57 AM
4	I feel there should be more intervention offered either by a teacher or instructional assistant. FCPS does not have enough staff to meet the needs of all students.	2/20/2018 6:04 PM
5	n/a	2/20/2018 8:18 AM
6	Although we have received a lot of training in cultural proficiency I don't know if the staff has shifted their instruction with this in mind. All the training is very vague and teachers need to figure out how to adjust. We need more resources and specific examples for teachers. Shifts in mindset and cultural proficiency will not happen from generalized PL	2/19/2018 4:57 PM
7	The curriculum guides given to staff (lesson seeds) have improved but still lack appropriate resources for the given standard. i.e. specific texts to use, diverse texts, etc.	2/19/2018 2:32 PM
8	n/a	2/19/2018 11:37 AM
9	None	2/19/2018 9:02 AM
10	I think our school works very efficiently and affectively!	2/19/2018 7:28 AM
11	Currently the needs at our school are so great that our reading interventionists do not meet with Kindergarten students. We urgently need additional staffing at high needs schools to provide this vital support to the younger learners to help prevent significant reading delays.	2/18/2018 9:48 AM
12	I think we need to do a better job of developing a love of reading for our students and not have everything so rigorous and college like--especially for our younger students.	2/17/2018 8:03 PM
13	-	2/16/2018 6:13 PM
14	Increased planning time for teachers would enable greater individualized literacy instruction for students in need.	2/16/2018 6:09 PM
15	none	2/16/2018 6:03 PM
16	We need more school-based interventions in place for struggling writers.	2/16/2018 5:39 PM
17	None	2/16/2018 5:01 PM
18	n/a	2/16/2018 3:36 PM
19	Our literacy program is always trying to meet the needs of our students.	2/16/2018 2:56 PM
20	The literacy profession learning training seminars and resources allow the teachers to provide students with diverse methods for them to be successful.	2/16/2018 2:50 PM
21	Many of the resources I use to teach lessons in my classroom are found by myself. I wish FCPS provided more high quality differentiated materials for every school to use for instruction and guiding small groups.	2/16/2018 2:17 PM
22	no	2/16/2018 10:43 AM
23	n/a	2/16/2018 9:02 AM
24	FCPS works hard to keep all stake holders involved. Multiple activities are planned to keep the school , families and the community as a whole involved in the important literacy instruction of all students. I feel very blessed to not only work, but live in this county that values families, and the students as a whole!	2/16/2018 8:47 AM
25	Thanks for requesting our feedback.	2/16/2018 8:31 AM

26	No comments at this time.	2/16/2018 8:26 AM
27	Na	2/16/2018 8:23 AM
28	Too many children need extra support and not enough intervention teachers to meet the need. Too many behaviors keeping the rest of the class from learning.	2/15/2018 9:28 PM
29	I am an art teacher but try to incorporate literacy in my classroom, especially with 1st & K students. My objective chart includes icons and numbers to list steps of project in order for my non-reading or ELL students. They take turns with a pointer to read and sound out the art objective together. If artists finish the daily task early, they are allowed to sit on the rug or beanbag chair to read art texts related to the project / FCPS Art Vocabulary Scope and Sequence words for a deeper understanding of the taught concept.	2/15/2018 8:52 PM
30	N/a	2/15/2018 8:40 PM
31	Our professional development could include more diverse topics. As an elementary and primary teacher I need more support with supporting struggling learners and new readers.	2/15/2018 8:30 PM
32	There are not enough staff to support the amount of students that need reading or math interventions, so administrators revert to using Specials teachers and other staff to provide it when they are not certified in that area.	2/15/2018 8:29 PM
33	We need more "culturally responsive" books and materials.	2/15/2018 2:59 PM
34	Feedback from testing is very limited to the people who most need that information. Teachers who need the specific feedback in a variety of testing situations do not have easy access to test results and information. That easy access could really contribute to better instruction. Now, only a handful of professional staff have easy access to data from a variety of testing. It's not logical. The people who can put that data to use--the teachers--either don't have access to that data at all or have to go through a convoluted and timely process to get that data.	2/15/2018 1:56 PM
35	I wish that there was more time to meet with areas such as English and Math in connections with Special Education	2/15/2018 1:38 PM
36	FCPS provides Reading Inventory testing for students in intervention programs, but not for students in semester-long merit or honors-level English classes. Teachers need to know the reading level of students in regular level classes in order to evaluate their placement in those courses and tailor instructional methods and materials to the needs of students in all courses.	2/15/2018 11:26 AM
37	What FCPS provides and what administrators allow you to do, are two very different things. I feel as if I could agree to most of these questions through FCPS lens but not my school lens.	2/15/2018 11:12 AM
38	#7 Not sure about state assessments being used for screening and formative purposes in the case of PARCC, maybe in the case of kindergarten assessments.	2/15/2018 9:31 AM
39	Not all schools are equal with the time dedicated to rigorous literacy professional development, collaboration, and coaching. Some schools have monthly PL and other schools weekly.	2/15/2018 9:04 AM
40	Although interventions are in place for some students, there is a greater need for support within the grade-level ELA classroom for students who do not qualify for those programs, yet still need additional support. Very little support is available within the ELA class, even for those who receive intervention services. This is a serious need, if we truly wish to accelerate our struggling students.	2/15/2018 8:30 AM
41	In our school, professional development focused on literacy has not been made a priority for the kindergarten teachers. I believe other grade levels are receiving this learning, but we have only had one face-to-face session with our literacy specialist so far this year. Not sure what the reasoning is, but I would love to see PD delivered to kindergarten and pre-k in addition to grades 1-5.	2/15/2018 8:26 AM
42	None	2/15/2018 7:56 AM
43	None	2/14/2018 11:19 PM
44	There is a lack of readily available resources when it comes to reading for the upper elementary grades. This makes it difficult to find and use good, quality resources with the students.	2/14/2018 4:20 PM
45	n/a	2/14/2018 2:44 PM
46	Reading interventions are needed for students in specialized programs	2/14/2018 11:14 AM
47	I only know what happens in my room. My primary source of information is my literacy specialist, but she mainly shares information via email. She is not part of my reading intervention classroom.	2/14/2018 7:52 AM



48	In order to continue supporting literacy at all schools, Intervention positions need to be placed back in the schools from which they were taken. More positions should be provided for high needs schools, without depleting specialists and interventionists in other schools. There currently are not enough support teachers in many schools to provide services under the new staffing model.	2/13/2018 8:37 PM
49	none	2/13/2018 1:59 PM
50	I am not sure all teachers plan using UDL. I do know that those who have received UDL Professional Learning do plan using UDL.	2/13/2018 1:39 PM
51	We need more novels for our upper level readers - desperately, please, @ WES.	2/13/2018 12:48 PM
52	p	2/13/2018 10:38 AM
53	Literacy is highly supported at lower grades but not so much in the upper grades. Difficult to dramatically improve poor reading skills when the students enter high school. We have Read 180 only for 9th and 10th grades. Students who enter high school with poor reading skills tend to leave at the same level.	2/13/2018 9:41 AM
54	NA	2/13/2018 8:21 AM
55	There is a tiered system at the middle school level to meet a range of diverse learners. However, when those limited interventions do not work, there are no other alternatives. Occasionally, ELs get stuck in a class where they are not making progress for several years because there are not other intervention options for them.	2/13/2018 8:09 AM
56	none	2/12/2018 5:41 PM
57	n/a	2/12/2018 3:59 PM
58	None	2/12/2018 2:37 PM
59	NA	2/12/2018 1:39 PM
60	N/A	2/12/2018 1:19 PM
61	I came from a very progressive county and sadly, my instruction has not been elevated at all. I have been given many opportunities to teach other teachers, but very little support in how to continue to grow as an educator. Additionally, there needs to be a program or position to specifically support new teachers like a master educator coach who comes in frequently (like at least twice a month) to work with new teachers. Many new teachers are failing which fails our students because there is no one to support our newest teachers.	2/12/2018 1:18 PM
62	None	2/12/2018 12:53 PM
63	Writing does not seem to totally align with Common Core and research based interventions seemed to have been pulled away from and seem to mostly go to EBIP.	2/12/2018 12:52 PM
64	There is a greater need for multiple literacy programs in the secondary setting. There is not enough staff or training for secondary teachers to support students with more complex needs in the area of reading.	2/12/2018 12:49 PM
65	FCPS is giving school bare bones staffing and we do not have enough people to help with reading instructions. Reading group sizes are too large - class in general have too many students - regardless of what research says - common sense will tell you differently. We will never be successful if you continue to expect more and more, but never give us the tools that we truly need - time. I have 7 kids in a reading group for 20 minutes a day x 5 days a week that is only about 15 minutes for each student a week per ELA student. That is not enough. Nothing will get better until we can give more attention to each child.	2/12/2018 12:41 PM
66	Big differences between state and local literacy assessments and the information they provide. Lumping them together made it difficult to answer those questions.	2/12/2018 11:44 AM
67	I think that teachers need many more materials of instruction to support students learning. Books and novels should be a significant source of reading instruction, but there are not enough of these resources for teachers to use with students.	2/12/2018 10:58 AM
68	Multisensory instruction and Orton Gillingham methods should be offered.	2/12/2018 10:54 AM
69	none	2/12/2018 10:50 AM
70	Tough to answer some questions. Provided does not equal used for levels, taught, or effective for students.	2/12/2018 10:49 AM



71	I'm concerned bout the VERY low SRI scores of the ELL kids I'm seeing in my senior classes now. Ah well, I've got my work cut out!	2/12/2018 10:48 AM
72	At the high school level, there are not a lot of options for reading interventions. Many students are learning at this level on ways to accommodate thier needs.	2/12/2018 10:38 AM
73	I think reading is a strong area for FCPS in meeting students needs and providing intervention that is appropriate for student needs	2/12/2018 10:36 AM
74	We do not meet the needs of our higher learners, we need to focus on more than just meeting the test, we need to focus on taking out brightest and putting them ahead. Instead we clump them into huge groups of up to 40 students and gold them back. This county only seems to care about meeting the basics and letting the best shine on their own. Look at your questions and you will see for yourself.	2/12/2018 10:12 AM
75	We have students entering high school who are continuing to read at the beginning reader and below grade levels. Intervention is not happening and they are not being indentified. High school is not the time to start and high school does not offer many intervention programs.	2/12/2018 10:04 AM
76	none	2/12/2018 9:56 AM
77	The only thing I believe that FCPS could improve is incorporating more grammar and mechanics into the curriculum. Children are not given ample time to learn basic English terms and their purpose (nouns, prefixes, subject, predicate, etc.) and it is impacting the writing ability of our students. Allotting this segment of learning would improve their writing and reading fluency. The intervention programs are amazing and our school does an excellent job implementing such programs.	2/12/2018 9:44 AM
78	.	2/12/2018 9:27 AM
79	I believe staff is working towards many of these things but their is a need for smaller classes and less assessment (more teaching).	2/12/2018 9:21 AM
80	N/A	2/12/2018 9:17 AM
81	Woodcock-Johnson does not adequately align with FCPS curriculum. Often times students struggle, yet they come out with scores that suggest no Learning Disability!	2/12/2018 9:01 AM
82	N/A	2/12/2018 8:53 AM
83	.	2/12/2018 8:49 AM
84	N/A	2/12/2018 8:41 AM
85	One of the most helpful strategies FCPS could employ would be using percentages instead of letter grades to make sure students did not pass a class without meeting a minimum of 60% as opposed to the current system which is almost failure proof as far as promotion, but not as far as actual learning.	2/12/2018 8:36 AM
86	Interventions need to be more accessible. The classroom teacher cannot develop and deliver individual intervention programs to all students who are struggling. While classroom teachers can and do provide tier 1 interventions such as graphic organizers, small groups, scaffolding, etc. we are not interventionists or literacy specialists. Some students need additional support and they are not getting it. Not sure what the interventionists and specialists are doing, but they are not pulling groups or pushing in to support struggling students.	2/12/2018 8:29 AM
87	FCPS needs to step up their literacy focus. Teachers do not have good solid interventions to help our students. FCPS needs to spend the funds needed to get researched based reading intervention supplies to anyone administering a reading intervention. Writing an eBip is NOT sufficient.	2/12/2018 8:21 AM
88	The ELA content, particularly the core titles by grade, is not culturally responsive. 5 out of the 7 drama titles for 9th grade ELA are Shakespeares. This is not meeting the needs of culturally diverse learners. The FCPS Board of Education needs to act on the lack of diversity of the titles being taught in ELA.	2/12/2018 8:20 AM
89	My experience at the high school level has almost certainly affected my responses. From my observations, these interventions are not occurring at our level. Thank you.	2/12/2018 7:53 AM
90	At our school, the literacy team is very accessible to provide suggestions, support or ideas.	2/12/2018 7:34 AM
91	N/A	2/12/2018 7:15 AM

92	I think as a whole the components are all available somewhere within the curriculum. However it is up to individual teachers to create the lessons, find resources, assess students, and not just with the BAS. Additionally not all schools have the same resources making it harder at some schools to find engaging texts with which to teach and differentiate. When coupled with larger class sizes as well this becomes more difficult as small group numbers exceed copies of little books. With each teacher doing this on their own we lose consistency, and leave system wide goals not truly comparable as the expertise, and resources - both capital and human, are inconsistent at each setting.	2/12/2018 6:36 AM
93	Intervention resources often vary from school to school based on how the intervention staff use budget money and the needs of the students. Staffing issues often make it very challenging to group intervention students with a variety of reading levels and needs. It seems that students are often grouped together for intervention when they should be separate groups, but there is not enough staff or time in the day to separate them.	2/11/2018 9:54 PM
94	Having enough time to effectively plan for differentiated reading lessons, while giving prompt and effective feedback to students is always a challenge. If only we had more planning days for teachers. That's not going to happen.	2/11/2018 8:21 PM
95	none	2/11/2018 6:50 PM
96	I do not have any additional comments.	2/11/2018 5:35 PM
97	none	2/11/2018 5:12 PM
98	none	2/11/2018 5:03 PM
99	I have none.	2/11/2018 4:59 PM
100	Our teachers need access to more varied, complex, leveled texts for guided reading instruction. Access to materials and resources varies greatly from building to building.	2/11/2018 4:06 PM
101	N/A	2/11/2018 3:52 PM
102	n/a	2/11/2018 2:34 PM
103	FCPS provides multiple interventions for students performing below grade level. I think the next goal should be geared towards students above grade level.	2/11/2018 2:31 PM
104	I feel more progress monitoring is needed at the 5th grade level. The progress monitoring is a more informative measure on student progress than the Global Scholar assessment. I use benchmark assessment and informal running records to tailor instruction and rarely use information from Global Scholar.	2/11/2018 2:28 PM
105	Catoctin High School is an exemplary school, with an outstanding faculty and administration.	2/11/2018 1:31 PM
106	N/A	2/11/2018 12:53 PM
107	none at this time	2/11/2018 8:47 AM
108	Resources should be directly linked to the curriculum guide for reading. Assessments, exit tickets, etc. should be linked for consistency across schools. The search and hunt for resources, at the elementary level is so time consuming and they have the least planning period time-makes no sense.	2/11/2018 12:43 AM
109	None	2/10/2018 6:44 PM
110	n/a	2/10/2018 5:39 PM
111	None	2/10/2018 4:27 PM
112	Our training on literacy and implementation of literacy instruction is as good as we can get without more people "in the trenches". What we really need is more teachers, school supports, counselors, therapists, IA's and especially SPECIAL ED. TEACHERS AND SEIA's!!!	2/10/2018 4:26 PM
113	none	2/10/2018 3:53 PM
114	none	2/10/2018 3:31 PM
115	None	2/10/2018 9:11 AM
116	Na	2/10/2018 8:10 AM
117	None	2/10/2018 6:58 AM

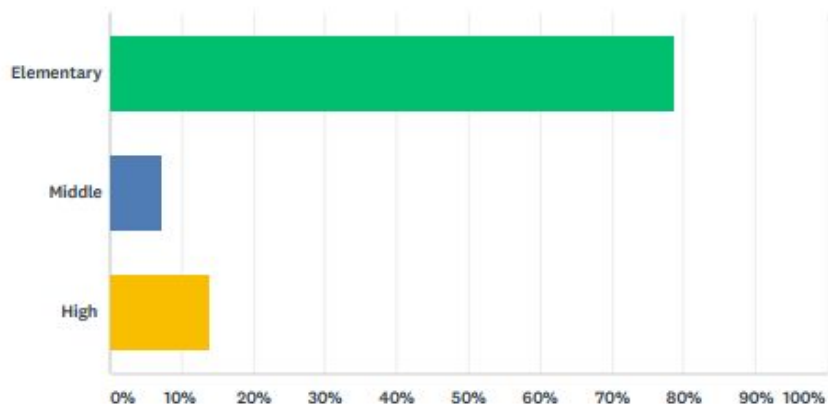
118	No thanks	2/10/2018 12:12 AM
119	no	2/9/2018 11:13 PM
120	Would love to provide our students with more Leveled Literacy Instructions colored book sets from Fountas and Pinnell. The at risk students really benefit from the rich content and colorful illustrations.	2/9/2018 9:18 PM
121	NA	2/9/2018 8:52 PM
122	Literacy development is provided weekly. Kid talk meetings are held each quarter and provide data to assign intervention groups for reading.	2/9/2018 8:49 PM
123	None	2/9/2018 7:09 PM
124	Literacy is critical. FCPS does what it can, but the resources necessary are larger than what are currently being committed.	2/9/2018 6:23 PM
125	NA	2/9/2018 5:55 PM
126	Schools are not equipped to provide students with UDL choices. There is not enough technology or resources (including paper) to go around. While interventions are good, many are turned down because there simply is not enough staff to support all the interventions needed in buildings.	2/9/2018 5:34 PM
127	n/a	2/9/2018 5:30 PM
128	None	2/9/2018 5:24 PM
129	All of the questioned opportunities are available, however teacher use/buy-in is not very high	2/9/2018 4:59 PM
130	FCPS teachers do the best they can with large class numbers and limited resources.	2/9/2018 4:50 PM
131	.	2/9/2018 4:44 PM
132	I answered with what pertains to my location.	2/9/2018 4:25 PM
133	Some literacy specialists can be a little pushy when trying to expose our multicultural population. For example, some of our specialists may not really understand how students learn a second language and try and force English faster than the student can handle.	2/9/2018 4:22 PM
134	n/a	2/9/2018 4:16 PM
135	N/a	2/9/2018 4:11 PM
136	Fcps is very hands-on in recognizing and assisting any literacy needs a student might have, as well as organizing reading nights within individual schools.	2/9/2018 4:08 PM
137	The problem within our school is that there are no intervention teachers or enrichment opportunities because we literally have no bodies to do intervention or enrichment. I have 3 interventions going on in my classroom that I am providing. It really is shameful.	2/9/2018 4:05 PM
138	Reading groups are taught daily in my school	2/9/2018 4:02 PM
139	Being a small school, we are short staffed and everyone has multiple roles to play. Our media specialist takes enrichment groups, doubling the amount of classes she has. She will now only be a .8. She will now no longer do this. She will also no longer be able to make up classes if missed due to days off. How do you expect us to have rising scores and expect kids to succeed by stripping us of personnel?	2/9/2018 3:59 PM
140	No additional comments.	2/9/2018 3:46 PM
141	The intervention resources and teachers have been cut drastically therefore teachers are left without the support of an interventionist which HOW are we supposed to close achievement gap when FCPS is taking away positions that support literacy. It just make any sense when we attend meetings or PIs about achievement gaps and early intervention when we DO NOT have the resources/staffing to support the research that we are constantly hearing about and best practices of intervening early is no longer happening consistently unless you are at a title one school that has additional funding and resources. Our primary students at nontitle one schools are being left behind and teachers are asked to do more with less resource teachers!	2/9/2018 3:45 PM
142	Although, literacy instruction is aligned with state and national standards, each school views reading instruction format differently. Also, teachers are at many different levels of their own professional development for literacy instruction.	2/9/2018 3:40 PM
143	none	2/9/2018 3:40 PM



144	FCPS provides lessons that meet the CCSS however, the funds to provide the literature needed to teach the lessons is not provided. Building must use their funds to purchase literature for their buildings. Funds needs to be equitable to all buildings or materials should be purchased for every school! Our building is in need of literature that supports the seed lessons. Text that focus on all content areas too!	2/9/2018 3:36 PM
145	We need access to additional interventions or resources to help build capacity among service providers and classroom teachers to improve culturally proficient and data-based instruction that meets the needs of all students.	2/9/2018 3:33 PM
146	It is very difficult to agree that FCPS provides intervention to those students in need when staffing positions and intervention positions in this county have been stolen from some schools to provide extra positions for other schools. For those schools that continually lose staff members, NO...student needs are not being met.	2/9/2018 3:31 PM
147	Intervention teachers have been cut at many elementary schools. Classroom teachers try their best but students in the early grades really need teachers that are trained in specialized interventions in order to close the achievement gap. My administrator goes to very few of my ELA professional learning sessions. We are at a small school and have no AP. There are other things that are often more "pressing."	2/9/2018 3:24 PM
148	I think if literacy is so important, which I strongly believe, then the equality of literacy specialist around the county needs to be looked in to. Even schools with NO AP have jobs that an AP does that someone has to do. Ends up being the Lit Specialist and guidance counselor doing their job AND another entire job with no perks. Some schools have 3 Lit specialist and AP's. The literacy specialist have time to work with staff, plan PL, co-teach, model lessons, plan with teachers and much more. In a school with NO AP, No Targeted reading intervention the literacy specialist has 7 reading groups, multiple duties, runs SST meetings on their 50 minute planning time, goes to testing meetings, intervention meetings, does not get a sub other than for Lit specialist meetings, has no time to plan PL, has to make a testing schedule for MISA/PARCC, has to enter accommodations into eSchool for testing, has to make testing groups in Pearson and has to monitor testing for a month and a week. Meanwhile, all the targeted students at the school do not get interventions during this time, teachers to not get ELA support, etc. BUT.... we need to close the achievement gap????	2/9/2018 3:18 PM
149	While FCPS teachers are doing their best to provide the ideal literacy diet for students, our funding for resources is severely limited, and varied among the schools. Teachers are lacking quality texts to use for guided reading instruction, as well as independent reading.	2/9/2018 3:17 PM

Q15 Do you work at an elementary, middle, or high school?

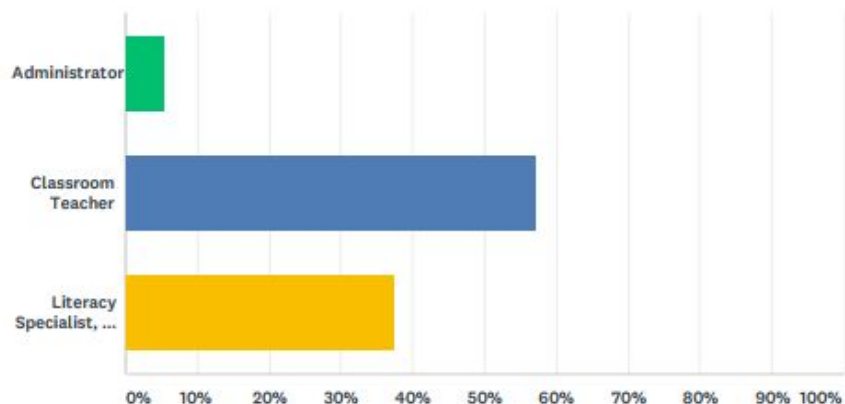
Answered: 531 Skipped: -1



ANSWER CHOICES	RESPONSES	
Elementary	78.72%	418
Middle	7.34%	39
High	13.94%	74
TOTAL		531

Q16 What is your current role?

Answered: 531 Skipped: -1

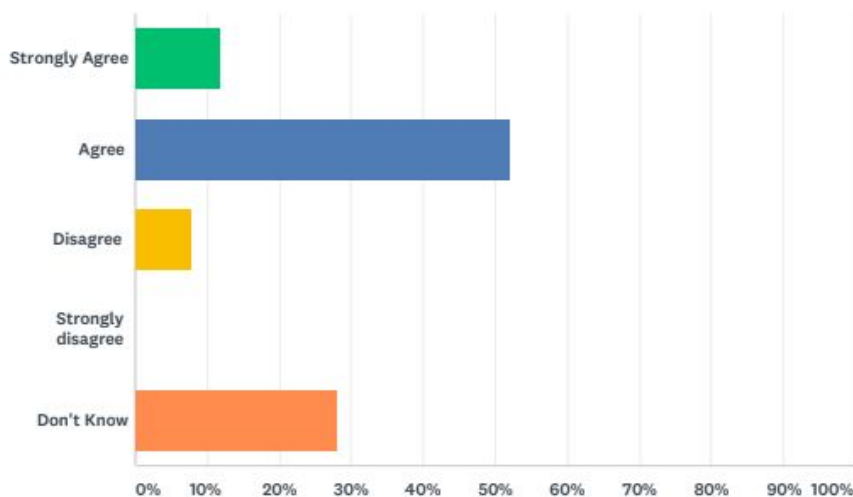


ANSWER CHOICES	RESPONSES	
Administrator	5.46%	29
Classroom Teacher	57.06%	303
Literacy Specialist, EL Teacher, Reading Intervention Teacher, Special Education Teacher	37.48%	199
TOTAL		531

Early Care and Educator Provider Survey

Q1 FCPS provides literacy based learning for early care and education providers through professional learning and workshops.

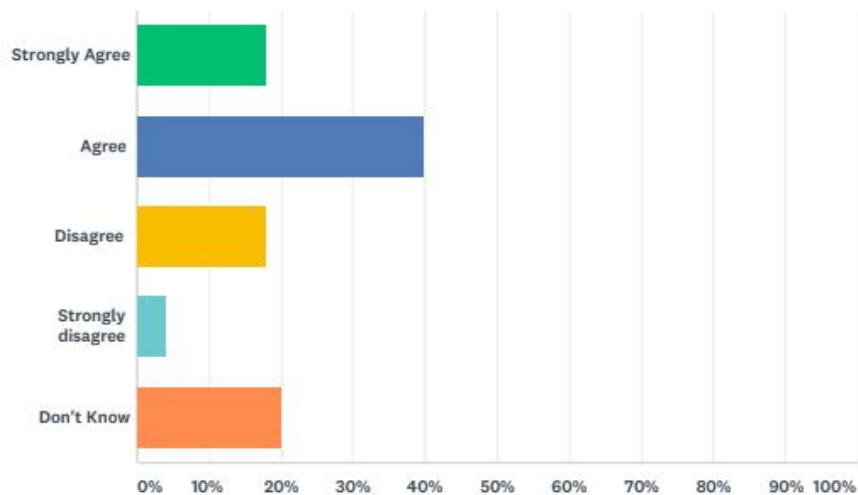
Answered: 50 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	12.00%	6
Agree	52.00%	26
Disagree	8.00%	4
Strongly disagree	0.00%	0
Don't Know	28.00%	14
TOTAL		50

Q2 FCPS initiates partnerships with early care and education providers to support the learning of all children.

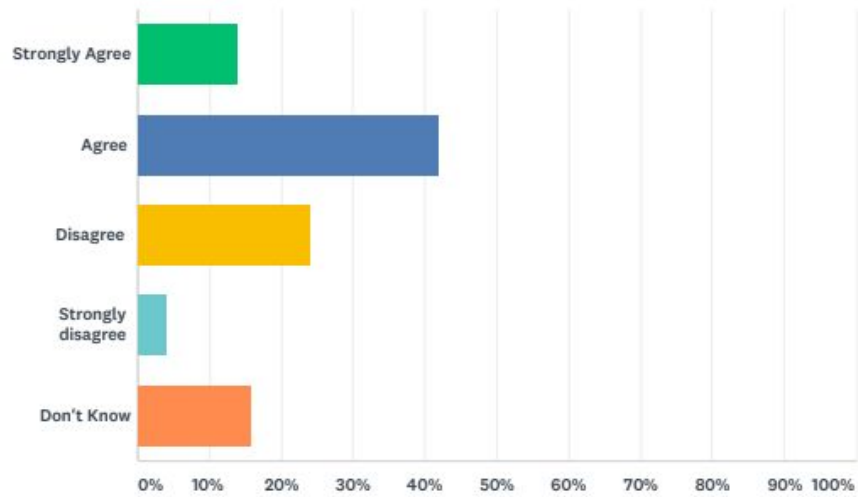
Answered: 50 Skipped: 0



ANSWER CHOICES		RESPONSES	
Strongly Agree		18.00%	9
Agree		40.00%	20
Disagree		18.00%	9
Strongly disagree		4.00%	2
Don't Know		20.00%	10
TOTAL			50

Q3 FCPS involves early care and education providers in supporting the needs of schools.

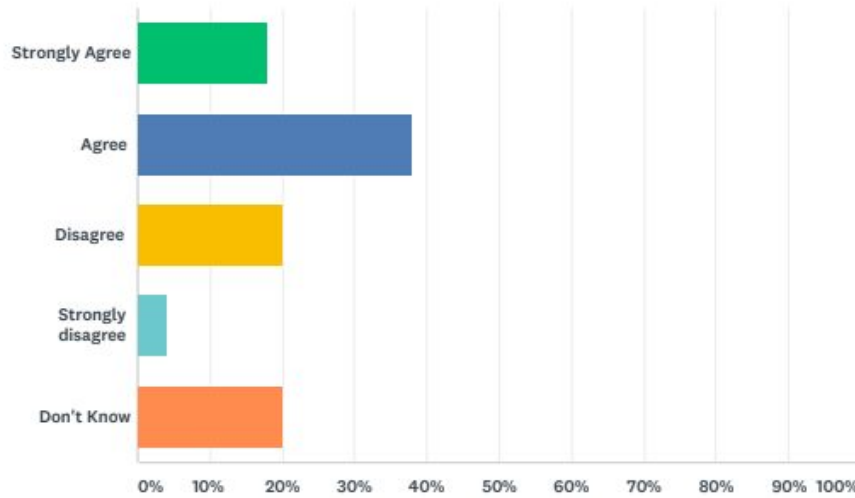
Answered: 50 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	14.00%	7
Agree	42.00%	21
Disagree	24.00%	12
Strongly disagree	4.00%	2
Don't Know	16.00%	8
TOTAL		50

Q4 FCPS shares its vision of literacy for young children with early care and education providers.

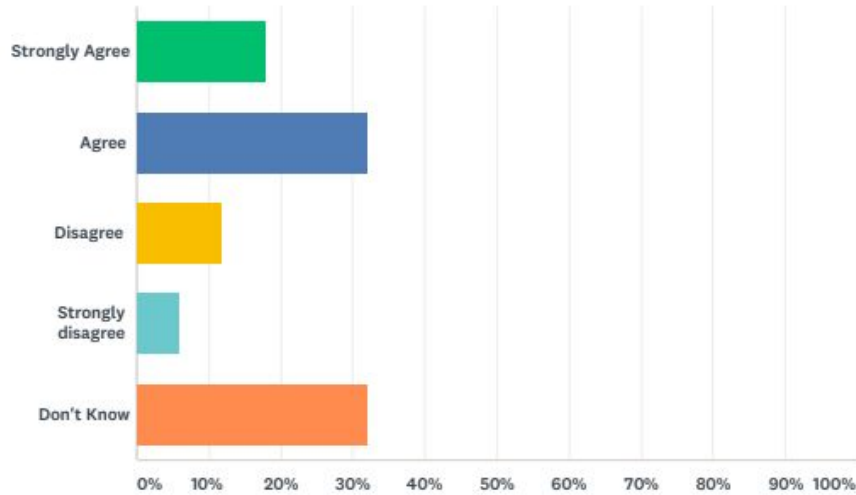
Answered: 50 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	18.00%	9
Agree	38.00%	19
Disagree	20.00%	10
Strongly disagree	4.00%	2
Don't Know	20.00%	10
TOTAL		50

Q5 FCPS shares results from the Kindergarten Readiness Assessment with its stakeholders to identify areas of need.

Answered: 50 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	18.00%	9
Agree	32.00%	16
Disagree	12.00%	6
Strongly disagree	6.00%	3
Don't Know	32.00%	16
TOTAL		50

Q6 Please provide any additional comments.

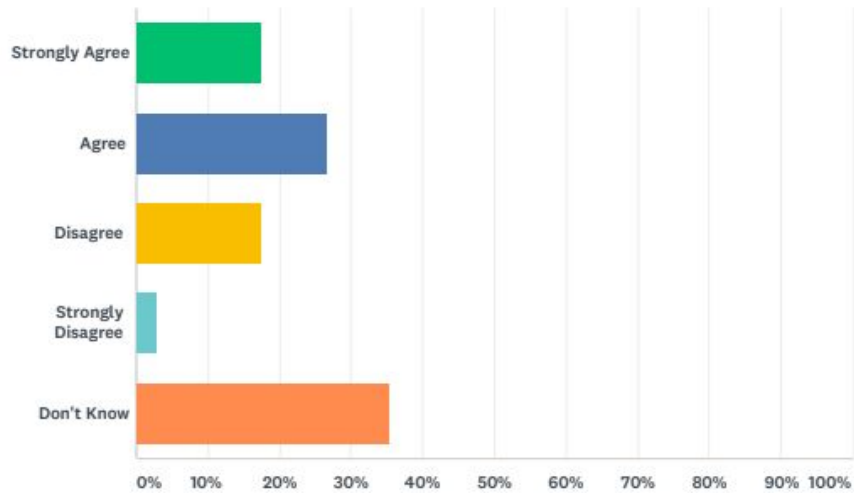
Answered: 19 Skipped: 31

#	RESPONSES	DATE
1	I have been teaching a pre-k program for 12 years and have never been contacted by FCPS about trainings or anything regarding pre-k learning	2/13/2018 2:54 PM
2	We house children that go to Twin Ridge and we feel that there is a disconnect with us and them. Other schools fax or email us with important information containing upcoming events, parent workshops, Kindergarten Registration etc. We feel it is important to build a relationship with public schools especially when we have the children for several years prior to them going to public school. We have valuable information that we could pass along as well as letting the parents know that the school works closely with us. We hope this changes in the future.	2/13/2018 9:27 AM
3	FCPS strives to improve early care, and education providers with tools needed for success.	2/13/2018 9:26 AM
4	Children in my program leave for Kindergarten with basic phonic knowledge, reading basic sight words, some reading leveled books fluently. It would be great to have the additional support of FCPS.	2/13/2018 9:04 AM
5	FCPS needs better communication with stakeholders!	2/12/2018 7:28 PM
6	I would like to see more communication from FCPS to local private early education schools.	2/12/2018 3:44 PM
7	If the child in a daycare center is from out of county (like Montgomery county parents) but the child attends a daycare in Frederick county, then the choices for early intervention are very limited. This is not the case in MCPS. FCPS needs to provide fix this problem, so that we do not lose children.	2/12/2018 2:46 PM
8	Ive never received info from fcps, however. Msde does provide info, workshops, newsletter, etc. Perhaps fcps works direct with other entities that in turn provide info to providers.	2/12/2018 2:33 PM
9	I have reached out to our local primary school to inquire about Kindergarten readiness but have never seen any type of communication from FCPS directly to me outside of my children's school communications.	2/12/2018 2:25 PM
10	N/a	2/12/2018 2:19 PM
11	As a licensed family child care provider, I have seen trainings advertising literacy training, I have seen newspaper articles concerning kindergarden readiness, a few articles have been posted in the newsletter sent out by MSDE, i have referred some of my children to my local elementary school for early intervention, something I knew of based on my years with the PTA. I have had little if any contact from FCPS concerning literacy, I did attend one training on kindergarden readiness, years ago.	2/12/2018 2:14 PM
12	None	2/12/2018 2:08 PM
13	None	2/12/2018 1:29 PM
14	I would like to see the schools work more with providers more often.	2/12/2018 1:29 PM
15	Fcps needs more improvement	2/12/2018 1:18 PM
16	Thanks	2/12/2018 1:14 PM
17	If they don't want you in their schools they'll make sure you know you're unwelcome. Very little sharing between school and other programs. Difficult to get IEP info from shared children.	2/12/2018 1:11 PM
18	FCPS needs to do better to collaborate with early care providers. We have no connection or communication with any representatives from FCPS in the past 12 years we have been in business. We are a feeder school for Valley Elementary.	2/12/2018 12:47 PM
19	Need more training for early reading teaching and different ways	2/12/2018 12:34 PM

Community Survey

Q1 FCPS provides literacy based learning for community stakeholders through professional learning and workshops.

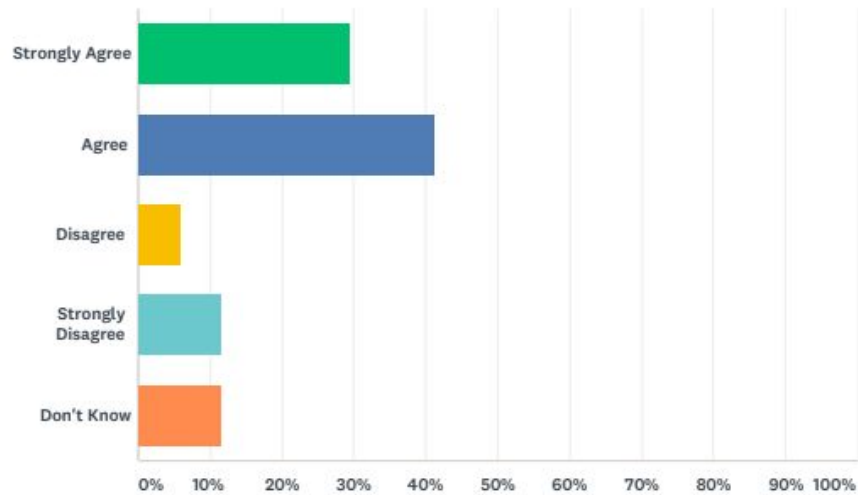
Answered: 34 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	17.65%	6
Agree	26.47%	9
Disagree	17.65%	6
Strongly Disagree	2.94%	1
Don't Know	35.29%	12
TOTAL		34

Q2 FCPS initiates partnerships with community stakeholders to support the learning of all children.

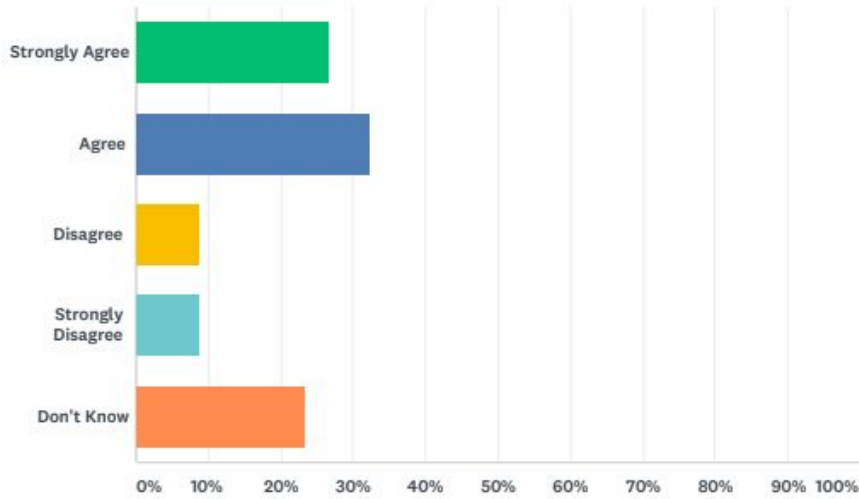
Answered: 34 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	29.41%	10
Agree	41.18%	14
Disagree	5.88%	2
Strongly Disagree	11.76%	4
Don't Know	11.76%	4
TOTAL		34

Q3 FCPS involves community stakeholders in supporting the needs of schools.

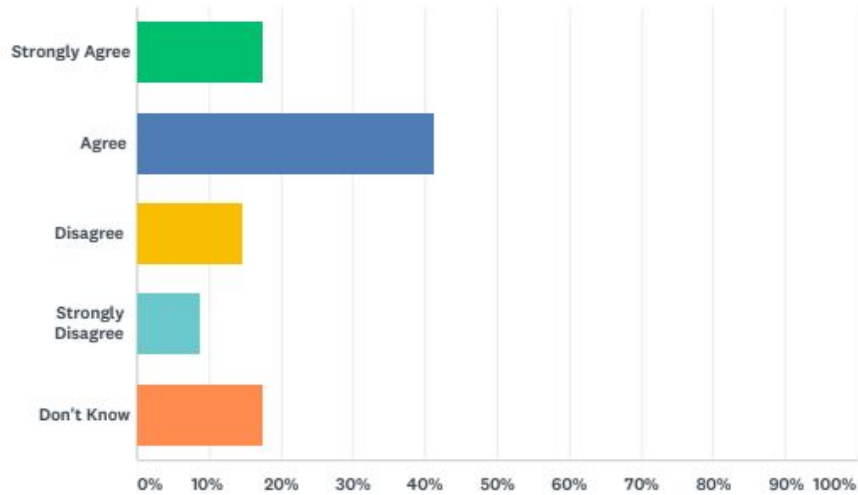
Answered: 34 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	26.47%	9
Agree	32.35%	11
Disagree	8.82%	3
Strongly Disagree	8.82%	3
Don't Know	23.53%	8
TOTAL		34

Q4 FCPS shares its vision of literacy for young children with community stakeholders.

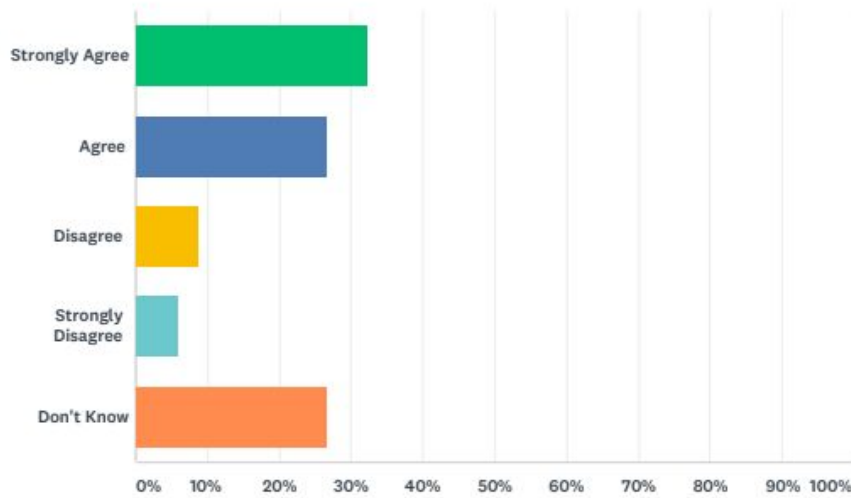
Answered: 34 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	17.65%	6
Agree	41.18%	14
Disagree	14.71%	5
Strongly Disagree	8.82%	3
Don't Know	17.65%	6
TOTAL		34

Q5 FCPS shares results of the Kindergarten Readiness Assessment with its stakeholders to identify areas of need.

Answered: 34 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	32.35%	11
Agree	26.47%	9
Disagree	8.82%	3
Strongly Disagree	5.88%	2
Don't Know	26.47%	9
TOTAL		34

Q6 Please provide any additional comments.

Answered: 12 Skipped: 22

#	RESPONSES	DATE
1	Need for more community awareness and involvement.	2/21/2018 3:18 PM
2	provide on-site interpretation service (instead of over the phone) to children and parents with limited English proficiency.	2/21/2018 2:44 PM
3	The Business Partnership listed on the FCPS website does not include a link on how to apply to become a partner.	2/13/2018 1:59 PM
4	Schools need to focus on minority/immigrant students more and collaborate with community partners serving this target population.	2/13/2018 10:13 AM
5	I believe FCPS needs to do all of the above, but I do not have children of school age, and I don't know that I've seen in the local news reference to community stakeholders.	2/13/2018 9:50 AM
6	Need more funding for services and activities that promote literacy for the Latino population on the West side of Frederick (Rt 40)	2/13/2018 9:45 AM
7	I have 3 kids who graduated from FCPS. They are all successful in 5their jobs because of the Literacy instruction they received in FCPS.	2/13/2018 7:36 AM
8	FCPS needs to be more open to any other non profit to partner to better the immigrant families and children.	2/13/2018 4:05 AM
9	This survey is not truly representative. The fact is, just because FCPS DOES "do" some of the items listed, it DOES NOT DO THEM WELL. This is particularly true when it comes to working with community partners.	2/12/2018 11:02 PM
10	Think we should start using results of KRA to directly inform strategies for working between FCPS and stakeholders, including strategies for kindergarten instruction and assessment.	2/12/2018 6:57 PM
11	Better communication, outreach, and utilization of community stakeholders is needed for a holistic, community-based approach to improving literacy.	2/12/2018 1:15 PM
12	The information is available to anyone asking, not sure how active schools are in reaching out to programs working with young children.	2/12/2018 11:40 AM

Appendix C: Evidence-based Resources

What to ask after finding a piece of evidence?		
Question	Answer	Evidence
Is the original source trustworthy?		
Is the evidence data and statistics, or research?		
Does the source clearly describe the activity, the desired outcome, and the conditions under which it was tested?		
What was the result of the activity? (Did the activity achieve the outcome?)		
What “Level” of evidence is it? (How strong is the link between the activity and the outcome?)		
What was the “effect size” of the activity? (To what degree did the outcome occur, a little or a lot?)		
What other factors might have contributed to the activity working (or not working)?		
Can (and should) the activity be selected for the decision at hand?		

Find the Evidence

The information and links below guide our district in determining the level of evidence-based research for a program or resource.

1. “Warehouses” with multiple sources on various topics, pre-reviewed against the ESSA definition
 - a. [Evidence for ESSA](#) (Hopkins)
 - b. [What Works Clearinghouse](#) (IES)
 - c. [Evidence-Based Intervention Network](#) (University of Missouri)
 - d. [National Center on Intensive Intervention](#) (AIR)
 - e. [Substance Abuse and Mental Health Services Registry](#) (SAMHSA)
2. Multiple sources on single topics, sometimes pre-reviewed against the ESSA definition
 - a. Sources synthesized by groups like Class Size Matters, Attendance Works, etc.
 - b. Literature reviews
3. Single sources, not pre-reviewed against ESSA definition



- a. Academic and professional journals (reviewed, just not against the ESSA definition)
- b. [Educational Resources Information Center](#) (ERIC)
- c. Vendors
- d. Google

Checklist: Evaluating Plans for Evidence-based Activities

Prior to selecting an evidence-based program, our district responds to the following questions.

1. Does the plan identify a need (and associated objectives/outcomes)?
2. What is the proposed activity to meet the need?
3. What level of evidence does the proposed activity demonstrate? (“How strong is the link between the activity and the outcome?”)
 - a. Level 1-3: Existing research links the *specific* activity to the need.
 - b. Level 4: Existing research links the *general* activity to the need, **and** the plan will evaluate whether the *specific* activity meets the need after it is implemented.
4. What is the effect size of the proposed activity? (“How large is the impact of the activity on the outcome?”)
5. Is the activity an appropriate choice, given the level of evidence, the effect size, and other context (student population, grade levels, delivery method, cost, etc.)?

Appendix D: Glossary of Terms

Child with a disability - a child evaluated in accordance with §§300.304 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Comprehensive literacy instruction - instruction that (a) Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas; (b) Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension; (c) Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff; (d) Makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children; (e) Uses differentiated instructional approaches, including individual and small group instruction and discussion; (f) Provides opportunities for children use language with peers and adults in order to develop language skills, including developing vocabulary; (g) Includes frequent practice of reading and writing strategies; (h) Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs, to inform instruction, and to monitor the child’s progress and the effects of instruction; (i) Uses strategies to enhance children’s motivation to read and write and children’s engagement in self- directed learning; (j) Incorporates the principles of universal design for learning; (k) Depends on teachers’ collaboration in planning, instruction, and assessing a child’s progress and on continuous professional learning; and (l) Links literacy instruction to the State’s challenging academic standards, including standards relating to the ability to navigate, understand, and write about complex subject matters in print and digital formats.

Dual Language Learner - English learners who range in age from birth through five years old and who are learning two or more languages. The title of DLL acknowledges that very young children are still actively developing their home language(s) along with English.

English Learner - an individual (a) Who is aged 3 through 21; (b) Who is enrolled or preparing to enroll in an elementary school or secondary school; (c)(i) Who was not born in the United States or whose native language is a language other than English; (ii)(I) Who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) Who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (d) Whose difficulties in speaking,

reading, writing, or understanding the English language may be sufficient to deny the individual— (i) The ability to meet the academic standards; (ii) The ability to successfully achieve in classrooms where the language of instruction is English; or (iii) The opportunity to participate fully in society

Professional Development - activities that (a) Are an integral part of school and LEA strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the State’s challenging academic standards; (b) Are sustained (not stand-alone, one-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused; and (c) May include activities that—(1) Improve and increase teachers’—(i) Knowledge of the academic subjects the teachers teach;(ii) Understanding of how students learn; or (iii) Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis; (2) Are an integral part of broad schoolwide and districtwide educational improvement plans; (3) Allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback; (4) Improve classroom management skills; (5) Support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification; (6) Advance teacher understanding of— (i) Effective instructional strategies that are evidence-based; or (ii) Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; (7) Are aligned with, and directly related to, academic goals of the school or LEA; (8) Are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian Tribes (as applicable), and administrators of schools to be served under this program; (9) Are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments; (10) To the extent appropriate, provide training for teachers, principals, and other school and community-based early childhood program leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach; (11) As a whole, are regularly evaluated for their impact on teacher effectiveness and student academic achievement, with the findings of the evaluations used to improve the quality of professional development; (12) Are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations; (13) Provide instruction in the use of data and assessments to inform classroom practice; (14) Provide instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families; (15) Involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965, as amended (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school

leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions; (16) Create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; (17) Provide follow-up training to teachers who have participated in activities described in this paragraph (c) that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; or (18) Where practicable, provide for school staff and other early childhood education program providers to address jointly the transition to elementary school, including issues related to school readiness.

System of Early Care and Education in Maryland (SECE in MD): Maryland's early care and education system encompasses an array of programs with distinct purposes and designs. The system is complex with federally, state and privately funded programs subject to oversight by multiple authorizing and licensing agencies. The range of program options available to families of young children ages birth to 5 years includes:

- Public Pre-Kindergarten
- Community- based Pre-Kindergarten
- Head Start
- Early Head Start
- Licensed Childcare Centers
- Judy Centers
- Family Childcare
- Parochial Preschool
- Montessori
- Informal/Relative Care

World Language Immersion Program - a model of instruction in which academic content and literacy skills are taught through the use of both English and a partner language, usually beginning in kindergarten.

Appendix E: Research to Support the Keys

Research/Evidence to Support Instructional Leadership (Key 1)

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