

1.0 PROPOSAL COVER SHEET

STRIVING READERS COMPREHENSIVE LITERACY GRANT

Applicant Frederick County Public Schools

Title of Project FCPS Teacher Efficacy in Literacy Project

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Project Statement:

FCPS has developed a robust plan to support disadvantaged student, specifically FARM, SPEC. ED. and EL students, across the education continuum from Birth to Grade 12 with the Striving Literacy Comprehensive Literacy Grant. The grant funds will improve literacy instruction across the district and in early childcare programs by building efficacy, providing evidenced early intervention services, high quality formative and benchmark assessment and additional resources to assist learners with meeting grade level expectations. The strategies we will employ evidenced based strategies that will target not only the base instructional programs, but also intervention supports.

Dr. Theresa R. Alban, Superintendent of Schools

Date

2.0 PROJECT ABSTRACT

FCPS is proud of the success we have achieved among our students in the area of Literacy. Unfortunately, we have significant achievement gaps among some of our student groups. Our disadvantaged students who are English Learners (EL) or receive Free and Reduced Meals (FARM) or special education services achieve below their peers on every state and local assessment. Data shows that our disadvantaged students enter Kindergarten less academically prepared and throughout K -12 grade levels, these students participate in intervention services at a much higher rate than their less disadvantaged peers. The literacy instruction in FCPS has been evolving to accommodate the needs of these student groups but there are components of our instructional services we would like to enhance to instructional and intervention services FCPS provides at all levels and across all schools. The Striving Readers Literacy Grant (SRCL) grant will afford FCPS the opportunity to implement strategic initiatives to accelerate the planned response to our systemic achievement gaps.

The SRCL is an exciting opportunity for FCPS. We will build the capacity of our families and daycare partners so students arrive to Kindergarten as ready as their peers and receive quality instructional materials that address the gap earlier and more effectively. We will build the efficacy of our teachers across the system through literacy professional learning that is frequent, sustained, job embedded and tailored to their students. The grant will provide increased access to high-quality assessment and instructional materials to address the needs of struggling learners and identify the areas of literacy weakness. In that process, we also need to improve our intervention programs by onboarding new ones and ensuring greater fidelity with the current programs.

We believe you'll see our approach to this literacy project is based on sound principles, proven practices, and strong relationships. We are looking comprehensively from birth to grade 12. We are tailoring our strategies to each level to build a better literacy pathway for our students. We are doing so in the context of the great work our system has done for English Learners, students in poverty, and those who have been receiving special education services; this grant complements our work.

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4.0 PROJECT NARRATIVE

4.1 EXTENT OF NEED

Frederick County Public Schools (FCPS) is a successful school system in a diverse and growing community. FCPS is home to 66 schools, including 36 elementary schools, 13 middle schools, 10 high schools, three public charter schools, an alternative school, a special education school, a Career and Technology Center, and Flexible Evening High/Virtual High School. As shown in Table 1, FCPS has experienced some significant changes in our enrollments, diversity, and disadvantaged population.

TABLE 1: FCPS DEMOGRAPHIC TRENDS			
	2017	2011	Percent Change
All Students	41,317	40,188	3% ↑
Free/Reduced Meals	11,496	10,005	15% ↑
English Learners	2569	1,569	63% ↑
Special Education	4,283	4,223	1% ↑

Source: FCPS Data File

Research has shown that reduced availability of economic and social resources creates the opportunity and achievement gaps among disadvantaged families (Blankstein and Noguera, 2015; Howard, 2010; Milner, 2013; Noguera, 2008; Putman, 2015). The needs among FCPS disadvantaged student population is mirroring this trend with an increase in severity of need among disadvantaged students. FCPS's English Learners (EL) has more students arriving to the United States later in their educational career and with limited and/or interrupted formal education. Currently, 11% of FCPS high school level EL students had significantly limited or interrupted formal education. In addition to increasing by 15%, students who are eligible for free and reduced meals are showing more signs of trauma associated with poverty and occurrences of homelessness are on the rise. In addition, the distribution of English Learners residents and those residents living below the poverty line is highly concentrated in a geographic area served by six elementary schools. In fact, 25% of our total number of English Learners (Pre-K-Gr. 12) and 46% of our students who receive Free and Reduced Meals (pre-k-Gr. 12) in the district are served by those schools. This concentration presents unique challenges and is the reason our

Birth to 5 efforts are targeted to these six schools. Special education student enrollment has remained fairly level with only a 1% increase over the last six years but achievement in this area could use some enrichment. Due to the changes in our student population FCPS has implemented many strategic initiatives to address these needs but budgetary restriction limits the capacity to implement all supports needed to close these achievement gaps. The SRCL grant will focus on improving instructional practice and teacher efficacy so disadvantaged students receive high quality instruction, enhance the formative assessment system to identify and address needs in a timely manner and increase the availability of evidenced based intervention to promote achievement among struggling students.

Achievement Gap on State Measures

Overall FCPS performs well above the state in English/language arts (ELA) on the Partnership for Assessment of Readiness for College and Career (PARCC). Unfortunately, when you examine our disadvantaged students we have some large gaps in achievement. Trend performance on the PARRC ELA shows two student groups, English Learners and Special Education students, did not improve. (See Appendix 6.3, Tables 1, 2 and 3). Significant and pervasive achievement gaps for disadvantaged students when compared to ALL students are evident in the PARCC ELA data for FCPS with gaps ranging from 20 to 57 percentage points (See Appendix 6.3, Table 4). Reducing these gaps is the goal of the proposed FCPS' Striving Readers Project.

In reviewing data from the Kindergarten Readiness Assessment (KRA), we found that these same gaps exist for our youngest learners. Fall 2017 KRA data show that in the Language and Literacy Domain, 49% of FCPS students are ready, while only 16% of EL students and 33% of Free/Reduced Meal students are ready. We are unable to report the readiness of our Special Education students as there were fewer than 25 students in this student category. The gaps are present even before students walk through our doors; not working with our partners to increase readiness will result in the same achievement gaps for our disadvantaged students.

Achievement Gap on Local Measures

If you review local assessment data, the gaps are confirmed at all grades and in all three student groups. We administer the Benchmark Assessment System™ (BAS) at the elementary level and disadvantaged students lag behind their peers, and even more concerning, the gaps generally widen as students advance through the grades, with the greatest gap occurring at Grade 5 for English Learners at 67.3 percentage points. (See Appendix 6.3, Table 5).

At the middle school level, we use local benchmarks to measure middle school students' reading comprehension, writing development, writing organization, and language usage on each of three tasks: a narrative writing task (NWT), a literary analysis task (LAT), and a research simulation task (RST). Students are considered proficient if they score a 2.5+ in all four dimensions of the task. At the high school level, we use the same local benchmark system to measure ninth and tenth grade students' performance on each of the same three tasks.

Again, the achievement gaps (on the most recent administration of each task) between the proficiency level of all students and our disadvantaged students are significant and range from 13.1% to 58.7% with the widest gaps being with English Learners (See Appendix 6.3, Tables 6 and 7 for details).

Enrollment in reading intervention shows the impact of the learning gaps for disadvantaged students. FCPS will enhance the support to these students with evidenced based intervention program. The hope is that by increasing teacher efficacy the classroom instructional program will address some of these gaps and offer early intervention support. In some student groups, enrollment in intervention is over 50% of the student group as compared to only 10-13% of ALL students (See Appendix 6.3, Tables 8, 9, and 10 for details).

Supporting Data from FCPS' Systemic Perceptual Survey

In December 2017, Frederick County Public Schools (FCPS) administered its systemic perceptual survey to multiple stakeholder groups—staff, students, and families. Over 3,800 school-based staff, 15,000 students (grades 3-12), and 7,900 families completed the survey. Survey items covered topics such as school climate, curriculum and instruction, engagement and

communication, school leadership, professional development, and safety, health, and wellness. While the survey items within each topic area were not specific to language and literacy needs, results from selected items in curriculum and instruction (student-version) and professional development (staff-version) support FCPS’ need for building teacher capacity as well as self-efficacy.

In Table 12, see below, are selected items from the student survey related to pedagogical effectiveness (i.e., curriculum and instruction). For the most part, students in grades 3-5 surveyed reported high levels of favorability about teacher effectiveness. However, student favorability in teacher effectiveness decreases as school level increases. The two measures of effective teaching practices among all school levels with the lowest student favorability are “how interesting teachers make learning in the classroom” (71%) and “how well teachers know whether their students understand a topic” (70%).

TABLE 12: FCPS PERCEPTUAL SURVEY: STUDENT VERSION SELECTED ITEMS—December 2017 Administration	PERCENT OF STUDENTS RESPONDING FAVORABLY		
	ELEMENTARY; GR. 3-5 (n=6,808)	MIDDLE (n=3,426)	HIGH (n=4,663)
<i>How interesting do your teachers make what you are learning in class?</i>	71%	36%	32%
<i>How good are your teachers at teaching in the way that you learn best?</i>	80%	46%	35%
<i>How well do your teachers tell whether or not you understand a topic?</i>	70%	38%	30%
<i>How clearly do your teachers present the information that you need to learn?</i>	82%	55%	47%
<i>How much have you learned from your teachers?</i>	90%	74%	66%

In Table 13 (on next page) are selected items from the school-based staff survey related to professional learning. Similar to the trend found in Table 12, favorability decreases as school level increases (65%, 64%, and 53%, elementary, middle, and high school, respectively). Overall, the low favorability on the items provide some indication of FCPS’ need to provide professional learning for teachers that is content relevant (e.g., literacy driven) and yields more effective teaching strategies in the classroom.

TABLE 13: FCPS PERCEPTUAL SURVEY: SCHOOL-STAFF VERSION SELECTED ITEMS—December 2017 Administration	PERCENT OF SCHOOL STAFF RESPONDING FAVORABLY		
	ELEMENTARY (n=1,788)	MIDDLE (n=753)	HIGH (n=943)
<i>At your school, how valuable are the available professional development opportunities?</i>	55%	51%	38%
<i>How often do your professional development opportunities help you explore new ideas?</i>	54%	54%	41%
<i>How relevant have your professional development opportunities been to the content that you teach (or related to your work)?</i>	57%	53%	40%

Highly effective teaching practices have been commonly associated with better student outcomes (Ferguson, Phillips, Rowley, and Friedlander, 2015; Hightower, et. al., 2015; Merwin, 2012; Doherty and Hilberg, 2007; Hanushek, Kain, and Rivkin, 1998; Sanders and Rivers, 1996).

In addition to quantitative survey data, testimonial data from teachers supports teachers’ need for additional support (i.e., differentiated professional learning, curriculum resources, etc.) in supporting students receiving special services.

“Our PL is done weekly but many of the PL sessions do not help us improve our teaching strategies or help provide us with resources to help us in our classrooms. Many of the PL sessions do not help us become better teachers for our students.”

“Additional (specific) resources need developed and shared for both EL and SPEC. ED. for each class/content area to adapt and modify the content.”

“More Special Ed resource availability would be nice. The SPEC. ED. teachers are open to helping, but the curriculum is not really set up for the SPEC. ED. student to succeed without major adaptations being made.”

“I am highly concerned by the lack of ELA support we receive at our school, and the message our ELA department communicates with the community. We have students who desperately need some additional reading support, and we have had parents actually request help...”

“We need to have better resources for students in upper grades who are struggling readers. There is very little quality literature/reading material available in an audible format.”

“Professional development opportunities are too scattershot. In an effort to provide something of interest to everyone, most options get cursory attention. It is hard to really put time and sustained effort in professional development that is authentic and growth-enhancing. One really has to go outside of FCPS to have the opportunity to truly look at

something with enough depth to support growth in our craft. Too much PD as offered within FCPS is superficial.”

“Professional development that doesn’t support our teaching. (Except for math. It is very appropriate) Staff feels their ideas are thrown to the wayside. We don’t feel valued or supported except for the support we give each other. I feel the administration and the literacy specialist are lacking in knowledge of curriculum. Very limited reading resources.”

“I would like the county to provide schools with more intervention resources. Our interventions right now are limited to LLI [Leveled Literacy Intervention] and CR [Corrective Reading]. We need more options. We also need something to support our autistic students in the area of reading.”

“Could PL be used to help us implement these ideas into our classroom? We need time to look at how we score writing samples as a team. I have no idea if my scoring matches my teammates [scoring]. We were told we would score writing samples in a PL but when we got there with our writing samples we were told we would be learning/listening to something else.”

“Our PL is done weekly but many of the PL sessions do not help us improve our teaching strategies or help provide us with resources to help us in our classrooms. Many of the PL sessions do not help us become better teachers for our students.”

Factors Contributing to the Problem

The most significant factor contributing to the achievement gap for disadvantaged students is the increase in the number and level of need among these groups enrolled in FCPS schools. FCPS has implemented many strategic initiatives to address these concerns, which include but not limited to, a comprehensive school improvement process, training for staff on the Daniel’s Framework for teaching, a tiered staffing model to address school level complexities etc. The SRCL grant will afford FCPS the opportunity to enhance these initiatives while implementing other strategies that are be limited due to budgetary limits.

Local Efforts to Reduce the Gap

Cultural proficiency is a key component of FCPS’ commitment to educational excellence. A primary goal of FCPS is to promote student achievement and equity through culturally

responsive classroom practices and resources that best meet the needs of a diverse student population. An accelerated and equitable learning environment enables students to become empowered learners and to understand and appreciate our community's diverse cultures. In 2016, FCPS began the implementation of a three-year Cultural Proficiency Action Plan that focuses on competency building in cultural proficiency across the system, including Central Office, support services, and all FCPS school-based staff. Appendix 6.8 outlines the key elements of the Action Plan. We are currently in Year 2 of the plan's implementation. While we strongly believe that these measures will help in reducing the achievement gap, the plan has not yet been fully implemented (See Appendix 6.9 for details).

In January of 2015, FCPS convened a summit focusing on English Learners. The summit resulted in a three-year plan for supporting EL students throughout FCPS. FCPS also created a position, Achievement Specialist for English Learners, whose focus is on professional learning, data literacy, and instructional practices. In 2016, FCPS began training EL and classroom teachers on the Sheltered Instruction Observation Protocol™ (SIOP) model, a research-based model of sheltered instruction that helps teachers plan and deliver lessons that allow EL students to acquire knowledge as they develop English language proficiency. The strategies and activities outlined in this grant will build on the work already begun in the SIOP focus schools.

Since 2015, the Special Education Department has provided professional learning opportunities for special educators on the development of standards-aligned IEPs and evidenced based instructional practices. The Curriculum and Special Education Departments have worked collaboratively to provide teachers with professional learning that focuses on high quality instruction to address the indicators and measures outlined in the curriculum. Starting in 2016, the Elementary and Secondary Literacy Work Groups have been collaborating to increase the academic success and accelerate the achievement for struggling readers by implementing additional instructional time beyond the time received from special educators and general educators.

This past spring of 2017, the curriculum specialists, the interventionists, and special educators worked collaboratively to clarify our practice in meeting the needs of dyslexic learners

and to continue to examine and monitor the instructional program and services for these students, as well as evaluate the effectiveness of our approach as a school system. This current school year 2017-2018, the Special Education Department worked with the Curriculum Department to develop core literacy teams. The core literacy teams received on-going professional learning throughout the year to improve the understanding of curriculum resources, to examine intervention processes, review evidence based intervention programs and to review relevant assessment and progress monitoring tools. We will continue to work together to accelerate the learning process and eliminate the achievement gap that continues to exist among our students, however the implementation of such professional learning into practice is limited. This learning will be a continued focus in the out years, and the Striving Readers Literacy Grant will support this work.

In elementary ELA, foundational reading skills instruction are the professional learning focus for the 2018-19 school year; this effort will be funded through the FCPS budget. To support teachers with a clear scope and sequence of foundational skills grade level lesson maps for grades K - 3 will be developed for implementation in the 2018-19 school year. Teachers will engage in professional learning throughout the year to allow teachers time to collaborate and plan from the resources and to use foundational skills assessment data to plan instruction. Literacy Specialists will lead the professional learning and serve as support for careful implementation of the new foundational skills resources. The work planned via these grant funds will nicely complement and bolster this work.

In the spring of 2017, an FCPS Systemic Workgroup was formed to upgrade the FCPS Response to Intervention Model (RtI) and available resources. The quality of an RtI model in schools has a significant impact on improving academic achievement and closing achievement gaps (Ed Trust, 2002; New Leaders for New Schools, 2009; Barr and Parrett, 2010). The essential outcomes of the workgroup included researching programming to support students with characteristics of or identified as Dyslexia, Dyscalculia, and Dysgraphia. The workgroup established the need for an additional structured literacy intervention to support students with Dyslexia and/or Dysgraphia. A graduate-level training program in structured multisensory

language instruction was selected to enable educators to yield results for students. The Atlantic Seaboard Dyslexia Education Center (ASDEC) is the only The International Multisensory Structured Language Education Council accredited, International Dyslexia Association endorsed training center in Maryland. ASDEC staff will train FCPS interventionists in a 45-hour training course, Language Foundations; an evidence-based Orton-Gillingham based Multisensory Structured Language Reading Curriculum.

Evidence Based Strategies

The easiest way to visualize our approach to meeting our goals is through simplicity:

1. **Early Intervention Works:** Work with our partners to get students ready for Kindergarten by building the capacity of early childhood providers and educators and equipping them with high quality teaching materials (See Appendix 6.9 for literature review).
2. **Teachers Impact Learning:** Build teacher capacity in literacy instruction at all levels and ensure they have the teaching tools to leverage their expertise (See Appendix 6.9 for literature review).
3. **Tiered Supports Help:** Intervene with students more effectively by better identifying their areas of weakness and effectively pairing the intervention to those weaknesses (See Appendix 6.9 for literature review). Further, as we identified specific programs that would be used to support this approach, we sought programs with highest evidence levels found in the research. Evidence for those specific items are noted in the plan of operation section.

4.2 GOALS, OBJECTIVES, AND MILESTONES

GOAL 1: Birth to 5

Increase readiness levels of students entering Kindergarten by 6% points by Fall 2020 as measured by the Composite and Language and Literacy scores on the Kindergarten Readiness Assessment.

GOAL 2: Elementary and Secondary

Our overall goal is to increase reading performance of the EL, special education, and FARM student group by at least 10 percentage points from the 2016-17 (baseline) to 2019-20 as measured by state and/or local assessments. (NOTE: This goal will be recalibrated once 2017-2018 PARCC results are received and analyzed.)

OBJECTIVES

To that end, our efforts from Birth to Grade 12 are designed to comprehensively support this goal while building on the initiatives and improvement efforts already occurring within the district. This continuity is reflected in the following **level-specific objectives**, which serve as incremental movements toward the goal. These objectives will be evaluated at the end of the 2018-2019 school year.

FCPS Striving Readers Grant Objectives	Maryland Keys to Comprehensive Literacy	FCPS Master Plan Priorities
BIRTH to 5		
<p>Increase readiness levels of students entering Kindergarten by 3% points by Fall 2019 as measured by the Composite and Language and Literacy scores on the Kindergarten Readiness Assessment.</p> <p>Increase readiness levels of students entering Kindergarten by 3% points by Fall 2020 as measured by the Composite and Language and Literacy scores on the Kindergarten Readiness Assessment.</p> <p>Participants in professional learning sessions will rate these sessions on relevance and ability to use the information in the classroom ‘right away’. The expectation is that 62% of the participants will rate the sessions favorably in Year 1/Year 2 and 71% in Year 3.</p>	2, 3, 4, 5	1, 2, 4, 5

ELEMENTARY PROFESSIONAL LEARNING and INTERVENTION		
<p>Increase reading performance of the EL, special education, and FARM student groups by at least 5 percentage points at each level from 2016-17 baseline by school year 2018-19 as measured by the following:</p> <ul style="list-style-type: none"> • State Assessment: PARCC Elementary ELA (Performance Levels 4 and 5) <ul style="list-style-type: none"> ○ EL: Increase from 4.9% to 9.9% ○ FARM: Increase from 31.7% to 36.7% ○ SPEC. ED.: Increase from 12.2% to 17.2% <p>Increase reading performance of the EL, special education, and FARM student groups by at least 5 percentage points at each level from 2018-19 to 2018-2020 as measured by state assessments.</p> <ul style="list-style-type: none"> • State Assessment: PARCC Elementary ELA (Performance Levels 4 and 5) <ul style="list-style-type: none"> ○ EL: Increase from 9.9% to 14.9% ○ FARM: Increase from 36.7% to 41.7% ○ SPEC. ED.: Increase from 17.2% to 23.2% <p>Participants in professional learning sessions will rate these sessions on relevance and ability to use the information in the classroom ‘right away’. The expectation is that 62% of the participants will rate the sessions favorably in Year 1/Year 2 and 71% in Year 3.</p>	2, 4, 5	1, 2, 4
MIDDLE SCHOOL PROFESSIONAL LEARNING and INTERVENTION		
<p>Objective: Increase reading performance of the EL, special education, and FARM student groups by at least 5 percentage points at each level from 2016-17 baseline by school year 2018-2019 as measured by state assessments.</p> <ul style="list-style-type: none"> • State Assessment: PARCC Middle School ELA (Performance Levels 4 and 5) <ul style="list-style-type: none"> ○ EL: Increase from 4.4% to 9% ○ FARM: Increase from 26.2% to 31.2% ○ SPEC. ED.: Increase from 6.4% to 11.4% <p>Objective: Increase reading performance of the EL, special education, and FARM student groups by at least 5 percentage points at each level from 2018-19 to 2018-2020 as measured by state assessments.</p> <ul style="list-style-type: none"> • State Assessment: PARCC Middle School ELA (Performance Levels 4 and 5) <ul style="list-style-type: none"> ○ EL: Increase from 9% to 14% ○ FARM: Increase from 31.2% to 36.2% ○ SPEC. ED.: Increase from 11.4% to 16.4% 	1, 2, 3, 4, 5	1, 2, 4

<p>Participants in professional learning sessions will rate these sessions on relevance and ability to use the information in the classroom ‘right away’. The expectation is that 62% of the participants will rate the sessions favorably in Year 1/Year 2 and 71% in Year 3.</p>		
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<p align="center">HIGH SCHOOL PROFESSIONAL LEARNING and INTERVENTION</p>		
<p>Increase reading performance of the EL, special education, and FARM student groups by at least 5 percentage points at each level from 2016-17 baseline by school year 2018-2019 as measured by state assessments.</p> <ul style="list-style-type: none"> • State Assessment: PARCC High School ELA (Performance Levels 4 and 5) <ul style="list-style-type: none"> ○ EL: Increase from 6.3% to 11.3% ○ FARM: Increase from 35.6% to 40.6% ○ SPEC. ED.: Increase from 16.2% to 21.2% <p>Increase reading performance of the EL, special education, and FARM student groups by at least 5 percentage points at each level from 2018-19 to 2018-2020 as measured by state assessments.</p> <ul style="list-style-type: none"> • State Assessment: PARCC High School ELA (Performance Levels 4 and 5) <ul style="list-style-type: none"> ○ EL: Increase from 11.3% to 16.3% ○ FARM: Increase from 40.6% to 45.6% ○ SPEC. ED.: Increase from 21.2% to 26.2% <p>Participants in professional learning sessions will rate these sessions on relevance and ability to use the information in the classroom ‘right away’. The expectation is that 62% of the participants will rate the sessions favorably in Year 1/Year 2 and 71% in Year 3.</p>	<p align="center">1, 2, 3, 4, 5</p>	<p align="center">1, 2, 4</p>

MILESTONES

Achievement Milestones:

Each Plan of Operation contains Achievement Milestones specific to that level and activity. FCPS has an ongoing process to evaluate and monitor the performance of students in the area of English Language Arts. Known as the system level *Accelerated Learning Process* (ALP), a team of instructional directors (principal supervisors), content specialists and directors, data and accountability staff, intervention staff, as well as EL and special education staff examine achievement data of students by grade-level, disadvantaged groups, and school. The data is reviewed three times a year. The review of the grant milestones will align to this process.

Implementation Milestones:

The system level *Accelerated Learning Process* (ALP) will also monitor all Implementation Milestones, which are based on data collected from the FCPS Professional Learning survey. Survey data will be used because developing teacher capacity is the primary focus of the Striving Readers Literacy Grant activities. Milestones for all professional learning activities (as noted in the Plan of Operation section) will be as outlined in the table below:

FCPS Professional Learning Survey Question	Dec. 2018	Mar. 2019	May 2019	Dec. 2019	Mar. 2019	May 2020
___% of professional learning participants will rate their learning as “slightly more” or “much more” than average. “Compared to other professional learning experiences, rate how much you learned from this professional learning experience?”	56	59	62	65	68	71
___% of professional learning participants will rate the relevance as “slightly more” or “much more” than average. “Compared to other professional learning experiences, rate how relevant this professional learning experience was to your role.”	56	59	62	65	68	71
___% of professional learning participants will rate the opportunity to use professional learning right away as “slightly more” or “much more” than average. “Compared to other professional learning experiences, rate the degree to which you walked away with ideas/strategies that you can implement right away.”	56	59	62	65	68	71

Response to Milestone Reviews

Based on the review of these achievement and implementation milestones for all areas of the grant, appropriate revisions and adjustments will be made to the plan and implementation of the grant to ensure disadvantaged students are receiving the support they need and FCPS is making progress to achievement of the goal set for the Striving Readers Comprehensive Literacy Grant.

4.3 PLANS OF OPERATION

PLAN OF OPERATION WORKSHEET 1: Birth to 5							
Need to be addressed:							
<p>Research has shown that students from economically disadvantaged families (FARM), English Learners (EL) and students who receive special education services come to school less academically prepared than their more affluent or native speaking peers. FCPS has developed a plan to support the school readiness for young children within the geographic areas with the highest FARM and English Learner populations. The special education population in this may be small, but research shows high-quality pre-school and early intervention will support the achievement of these students. Often these high-quality interventions provide the supports to eliminate the need for identification in the special education system in later years.</p> <p>FCPS will focus Striving Readers Grant activities on improving school readiness as measured by the KRA for EL and FARM students. The activities in the grant will support early care and education providers, Pre-K teachers and families. Seven (7) of our elementary schools with the highest EL and FARM populations are: Lincoln, Hillcrest, Monocacy, North Frederick, Orchard Grove, Waverley, and Butterfly Ridge (note: Butterfly Ridge is a new school and will service students from Waverley, Hillcrest, and Orchard Grove).</p>							
Percentage of FARM and EL students at Target Schools (February 2018)							
	FCPS	Lincoln	Hillcrest	Monocacy	North Frederick	Orchard Grove	Waverley
FARM	31.2%	76.1%	91.4%	57.2%	50.4%	42.2%	74.7%
ELL	10.1%	25.2%	58.7%	19.6%	11.6%	11.7%	46.3%
<p>KRA data shows our English Learners and our FARM students are scoring well below their peers in the Language and Literacy domain of KRA. Only 16% of EL students compared to 54% non-EL students, and 33% of FARM students compared to 56% of non-FARM students are demonstrating readiness in this domain. Please note that due to random sampling of kindergarten students on the KRA in fall 2017, the sample size for Special Education was too low to provide data. The seven targeted schools have the highest EL and FARM populations in FCPS elementary schools.</p>							
KRA Data Fall 2017							
<i>Domain</i>	FCPS	EL	Non-EL	FARM	Non-FARM		
Composite	54%	26%	59%	36%	62%		
Language and Literacy	49%	16%	54%	33%	56%		

Community and Early Care and Provider Needs Assessment Surveys (Table 15 on page 68 for details)

Our needs assessment also shows that the ECE community and early care and education providers do not feel that FCPS initiates partnerships nor involves stakeholders in supporting the needs of schools. Of note:

- FCPS initiates partnerships with community stakeholders (ECE providers) to support the learning of all children
 - Community - 17.64% disagree and strongly disagree, 11.76% don't know
 - ECE Providers - 22% disagree and strongly disagree, 20% don't know
- FCPS involves community stakeholders (ECE Providers) in supporting the needs of schools.
 - Community - 17.64% disagree and strongly disagree, 23.53% don't know
 - ECE Providers - 28% disagree and strongly disagree, 16% don't know
- FCPS provides literacy based learning for community stakeholders (Early Care and Education Providers) through professional learning and workshops
 - Community Providers - 20.59% disagree and strongly disagree, 35.29% don't know
 - Early Care and Education Providers - 8% disagree and strongly disagree, 28% don't know

Goal: Increase readiness levels of students entering Kindergarten by 6% points by Fall 2020 as measured by the Composite and Language and Literacy scores on the Kindergarten Readiness Assessment.

<i>Domain</i>	EL Baseline	EL 2020 (Goal)	FARM Baseline	FARM 2020 (Goal)
Composite	26%	32%	36%	42%
Language and Literacy	16%	22%	33%	39%

Objectives (marking progress toward Goal #1):

Participants in professional learning sessions will rate these sessions on relevance and ability to use the information in the classroom ‘right away’. The expectation is that 62% of the participants will rate the sessions favorably in Year 1/Year 2 and 71% in Year 3.

Increase readiness levels of students entering Kindergarten by 3% points by Fall 2019 as measured by the Composite and Language and Literacy scores on the Kindergarten Readiness Assessment.

Increase readiness levels of students entering Kindergarten by 3% points by Fall 2020 as measured by the Composite and Language and Literacy scores on the Kindergarten Readiness Assessment.

<i>Domain</i>	EL Baseline	EL 2019 (Obj. 1)	EL 2020 (Obj. 2)	FARM Baseline	FARM 2019 (Obj. 1)	FARM 2020 (Obj. 2)
Composite	26%	29%	32%	36%	39%	42%
Language and Literacy	16%	19%	22%	33%	36%	39%

Key 2: Strategic Professional Learning- Increasing teacher efficacy by providing professional learning throughout the grant period to effectively meet the needs of all students, in particular our disadvantaged students. (Year 1 - 3)

Key 3: Continuity of Standards-based Instruction: True equity of instruction cannot be achieved until all students receive instruction aligned to the standards and delivered with fidelity grade to grade.

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- As part of Response to Intervention it is critical for early intervention to occur prior to students arriving to Kindergarten. (Year 1-3)

Strategy #1 (supporting Goal #1): To address the needs identified in our student performance data and community survey results, we will build the capacity of our pre-k teachers and early care and education providers through articulation meetings and joint professional learning opportunities. We will also align oral language instruction through the implementation of VIOLETS in our partner programs.

Evidence-based ESSA Level 4:

Research shows that there are distinct advantages for students and staff when early childhood programs collaborate. We will build the capacity to increase kindergarten readiness through joint professional learning opportunities and implementation of aligned programs.

Resnick, G., Broadstone, M., Rosenberg, H., & Kim, S. S. (2015). *A national snapshot of state-level collaboration for early care and education*. Waltham, MA: Education Development Center. Retrieved from <http://ltd.edc.org/sites/ltd.edc.org/files/ChildCareCollabBrief2015.pdf>

Activity #1 (supporting Strategy #1):

Collaborative teams of community providers and FCPS staff attend MSDE Summer Academy

Evidence based ESSA Level – 4

- Year 1 - 14 PK staff and 14 early care and education providers, Year 2 - 14 PK staff and 14 early care and education providers

Activity #2 (supporting Strategy #1):

Articulation meetings between community providers and FCPS staff to increase communication about instructional practices.

Evidence based ESSA Level – 4

- Year 1 - 25 teachers and 25 providers, Year 2 - 25 teachers and 25 providers, Year 3 - 25 teachers and 25 providers

Activity #3 (supporting Strategy #1):

Joint professional learning using Early Language and Literacy Series modules.

Evidence based ESSA Level 4

- Year 2 - 18 participants, Year 3 - 18 participants (each year a mix of PK teachers and providers)

Activity #4 (supporting Strategy #1):

Provide Cultural and Linguistic Training for community providers and FCPS staff

Evidence based ESSA Level – 4

- Year 2 - 10 PK staff and 20 providers, Year 3 - 10 PK staff and 20 providers

Activity #5 (supporting Strategy #1):

Implement VIOLETS (Vocabulary Improvement and Oral Language Enrichment through Stories) in community programs and provide classroom materials to support the program.

Evidence based ESSA Level 4

- Year 1 - 20 community classrooms, Year 2 - 15 community classrooms, Year 3 - 15 community classrooms

Activity #6 (supporting Strategy #1):

Purchase instructional materials to support Tier 1 instruction for phonemic and phonological awareness. Words Their Way and instructional resources for Prekindergarten.

Evidence based ESSA Level 3

<https://www.pearsonschool.com/index.cfm?locator=PS3zYd&acornRdt=1&acornRef=http%3A%2F%2Fwww%2Epearsonschool%2Ecom%3A80%2Fevidencebased>

- Year 1 - PK classrooms

Strategy #2 (supporting Goal #1):

To address the needs identified in our student performance data, we will build capacity of participating families to support their young children’s school readiness. This will be accomplished by a variety of activities including implementing Raising a Reader program and the Dolly Parton Imagination Library, as well as offering parent training opportunities through Language and Literacy Learning Parties.

Evidence-based research to support strategy:

Significant research shows that involving families and the community contributes to children’s academic and social success. Harvard Graduate School summarizes research in this way. “In the early childhood years, family involvement is clearly related to children’s literacy outcomes. For example, one study revealed that children whose parents read to them at home recognize letters of the alphabet sooner than those whose parents do not, and children whose parents teach them at home recognize letters of the alphabet sooner than those whose parents do not”.

Activity #1 (supporting Strategy #1):

Implement Raising a Reader for all prekindergarten students in participating schools.

Evidence based ESSA Level 2

Level 2 Explanation: Of the twelve pre-test and post-test designs, eleven found significant positive changes in parents’ home-based reading behaviors. Together, these 11 evaluations found that parents who completed the RAR program were more likely to share books with their children more frequently, more likely to have established a reading routine, and had an increased awareness of the importance of reading with their children. Two of these evaluations also found that parents reported positive changes in their children’s reading behavior. For example, following participation in a RAR program, parents reported that their children were more likely to ask questions, and more likely to turn the pages in a book while reading with the parent. Eight evaluations also compared the literacy skills of Raising A Reader participants with non-participants by using existing educational data from standardized assessments of Pre-K students, and six reported significant effects on children’s skills such as print and book knowledge and story comprehension. All of these evaluations found a significant effect on parent reading behaviors, including increased frequency of sharing books with their children

- Year 1 - 681 students, 35 classrooms, Year 2 - sustaining 681 students, 35 classrooms, Year 3 - sustaining 681 students, 35 classrooms

Activity #2 (supporting Strategy #1):

Implement Language and Literacy Learning Parties for participating families in each targeted school.

Evidence based ESSA Level - 4

- Year 2 - training and implementation in 7 schools, Year 3 - training and implementation in 7 schools

Activity #3 (supporting Strategy #1):

Implement Dolly Parton Imagination Library for participating families in each targeted school.

Evidence based ESSA Level – 2 [Erie County's Imagination Library Project and the Influence of Storybook Reading](#)

Student results: Results from the current study showed that young children entering kindergarten who had participated in the Imagination Library (DPIL) were significantly different in their early literacy skills and strategies when compared to their peers who had not participated.

Parent results - These findings demonstrate an apparent belief in the importance of early literacy skills and strategies through storybook reading with young children. The parents/caregivers of the Imagination Library participants saw a clear value in exposing their child to literacy through read aloud.

- Year 1 - 420 children, Year 2 - 500 children, Year 3 - 732 children

Milestones: See explanation of monitoring of milestones on Pg. 17-18

Achievement Milestone 1 - For students enrolled in FCPS Pre-kindergarten: Academic performance for FCPS prekindergarten students in disadvantaged groups will be monitored using data on grade-level expectations measured by (4 times a year) the Oral Language Acquisition Inventory (OLAI) Repeated Sentences and Story Retelling subtests.

Achievement Milestone 2 - For students not enrolled in FCPS prekindergarten, but participating in grant activities through early care and education providers. Academic performance students in disadvantaged groups will be monitored using data from the pre and post VIOLETS English Vocabulary Assessment.

Parent Engagement Milestone 3 - Parent engagement and literacy practices will be measured for impact on parental behaviors and increased language rich activities in the home by survey twice a year. (Survey to be developed by external evaluator).

Implementation Milestones 1, 2, 3 for Pre-K Teachers, Early Child Care Providers, Head Start Teachers: (See pg. 17-18)

PLAN OF OPERATION WORKSHEET 2: Elementary Professional Learning

Need to be addressed:

The most critical content in elementary classrooms is reading. In order to be effective instructors of reading, teachers must have a high quality reading assessment tool that measures the vital aspects of reading specifically oral reading accuracy and oral reading comprehension. The only way the assessment tool can yield valid results is if teachers are provided scoring procedures to ensure fidelity. Student achievement is reliant on teachers having reading assessment data that clearly outlines and pinpoints area of need that can be addressed through instruction. FCPS is currently using the Benchmark Assessment System, 2nd edition as the assessment tool to measure reading performance. There is a strong need for FCPS to transition to the 3rd edition of the Benchmark Assessment System as it contains an enhanced comprehension conversation rubric which better supports teachers with the fidelity in scoring and allows for stronger instructional decision-making in the area of comprehension. This need to transition to the 3rd edition of the Benchmark rests on the fact that FCPS measures their local achievement target for monitoring reading progress, Kindergarten through Grade 5 using the Benchmark Assessment System tool.

The 3rd edition Benchmark Assessment system provides reading accuracy data and oral reading comprehension data which helps teachers organize students into instructional groups. Each instructional group should receive carefully designed plans that ensure reading growth between assessment periods in both accuracy and comprehension. To better meet the instructional needs of our disadvantaged students, teachers need high quality instructional materials to address accuracy needs and comprehension needs. One area in particular to address accuracy needs in all grades K-5 is supporting teachers with instructional materials to teach phonics and word study. The needs assessment data show a strong need to provide a resource to teachers that contains a systematic scope and sequence for word study that addresses print concepts, phonological awareness, phonics and word recognition and word structure.

Addressing accuracy and comprehension through the provision of a reliable assessment tool and the provision of carefully planned evidence-based high quality materials will yield positive results on student achievement, in particular for disadvantaged students. Throughout the grant period, teachers will need ongoing professional learning specific to the assessment tool and specific to the instructional materials to improve teacher efficacy, which in turn increases student achievement, specifically achievement for our most vulnerable students.

Data to Support Strategy and Activity:

The system-wide Benchmark Assessment reading data shows the achievement gap of our disadvantaged students at all grade levels (see Appendix 6.3, Table 5). 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.

The system-wide PARCC data shows the achievement gap of our disadvantaged students at all three grade levels (see Appendix 6.3, Tables 1). The achievement gap for the three identified student groups is significant, in particular EL. The most significant gap is the EL combined grade result, 4.9% of our third, fourth and fifth grade EL students scored at a 4 or 5 Performance Level. This one data point alone indicates the urgency of providing support to improve the achievement for students.

Goal:

Increase reading performance of the EL, special education, and FARM student groups by at least 10 percentage points at each level from 2016-17 baseline by school year 2019-20 as measured by the following:

- State Assessment: PARCC Elementary ELA (Performance Levels 4 and 5)
 - EL: Increase from 4.9% to 14.9%
 - FARM: Increase from 31.7% to 41.7%
 - SPEC. ED.: Increase from 12.2% to 22.2%

Objectives (marking progress toward Goal #1):

Participants in professional learning sessions will rate these sessions on relevance and ability to use the information in the classroom ‘right away’. The expectation is that 62% of the participants will rate the sessions favorably in Year 1/Year 2 and 71% in Year 3.

Increase reading performance of the EL, special education, and FARM student groups by at least 5 percentage points at each level from 2016-17 baseline by school year 2018-19 as measured by the following:

- State Assessment: PARCC Elementary ELA (Performance Levels 4 and 5)
 - EL: Increase from 4.9% to 9.9%
 - FARM: Increase from 31.7% to 36.7%
 - SPEC. ED.: Increase from 12.2% to 17.2%

Increase reading performance of the EL, special education, and FARM student groups by at least 5 percentage points at each level from 2018-19 to 2018-2020 as measured by state assessments.

- State Assessment: PARCC Elementary ELA (Performance Levels 4 and 5)
 - EL: Increase from 9.9% to 14.9%
 - FARM: Increase from 36.7% to 41.7%
 - SPEC. ED.: Increase from 17.2% to 23.2%

Key 2: Strategic Professional Learning- Increasing teacher efficacy by providing professional learning throughout the grant period to effectively meet the needs of all students, in particular our disadvantaged students. (Year 1 - 3)

Key 4: Comprehensive System of Assessments- Utilizing evidence-based assessment in order to improve data analysis related to reading accuracy and reading comprehension which will allow for strategic data-informed decision making regarding differentiated classroom instruction (Year 1 and 2). The 3rd edition of the Benchmark Assessment System contains an enhanced comprehension conversation rubric which better supports proficiency in scoring and allows for stronger instructional decision-making in the area of comprehension.

Key 5: Tiered Instruction and Intervention- As part of Response to Intervention it is critical for K - 5 general education teachers to deliver differentiated and data-informed classroom instruction. (Year 1-3)

Strategy #1 (supporting Goal #1):

Provide all K-5 general education teachers with evidence-based reading assessment data (Benchmark Assessment System, 3rd edition) to increase their capacity on data analysis (accuracy and comprehension) for meeting the needs of all students, as well as monitoring the progress of all students, in particular disadvantaged students.

Research shows that there are distinct advantages for students and staff when assessment tools are valid and reliable. Research also shows that distinct advantages for students occur when teachers are very knowledgeable about their work and one another's work in responding to needs as shown through data analysis.

Evidence based ESSA Level 4

Fountas, I., & Pinnell, G. (2017). *Literacy continuum: A tool for assessment, planning and teaching*. Portsmouth, NH. <https://www.heinemann.com/products/e06078.aspx>

Evidence based ESSA Level 2

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY. Retrieved from <https://thelearningexchange.ca/collective-teacher-efficacy/>

Resnick, L. B., & Hampton, S. (2009). *Reading and writing grade by grade*. Newark, DE: International Reading Association. Retrieved from

http://www.fountasandpinnell.com/shared/resources/FP_BAS_Research_Field-Study-Full-Report.pdf

Activity #1 (supporting Strategy #1):

Core Literacy Team Members (Literacy Specialist, Special Education Teacher and one other Principal appointed staff member) from every school will receive high quality "train the trainer" model professional learning from a Heinemann trainer on how to administer and analyze the assessment results and make connections to instructional implications.

Activity #2 (supporting Strategy #1):

Throughout the grant period, Core Literacy Team members will provide ongoing professional learning to all K - 5 general education teachers on Benchmark Assessment System data analysis and instructional implications. The data analysis will support timely assistance to students not meeting grade level reading expectations, which may include disadvantaged students and implement Tier 1 instruction.

Activity #3 (supporting Strategy #1):

Throughout the grant period, central office language arts department will facilitate year-long professional learning to the literacy specialists using the expanded edition of the Literacy Continuum by Fountas and Pinnell as a resource to plan and deliver differentiated support to grade level teams in their school.

Strategy #2:

Provide all K-5 general education teachers with ongoing professional learning related to enriching the use of instructional materials that support improving reading accuracy and reading comprehension during Tier I instruction as part of Response to Intervention in order to support all students, as well as monitoring the progress of all students, in particular our disadvantaged students.

Research shows that there are distinct advantages for students and staff when teachers are very knowledgeable about their work and one another's work.

Evidence Based ESSA Level 2

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge. Retrieved from

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge. Retrieved from <https://thelearningexchange.ca/collective-teacher-efficacy/>

Evidence Based ESSA Level 3

Armbruster, B.B., Lehr, F., & Osborn, J. (2001). *Put Reading First: The research building blocks for teaching children to read- kindergarten through grade 3*. Jessup, MD: National Institute for Literacy. Retrieved from <http://www.fountasandpinnell.com/resourcelibrary/id/131>

Eddy, R., Ruitman, T., Hankel, N., Matelski, M., Schmalstig, M. (2011). *Pearson words their Way: Word study in action intervention*. Cobblestone Applied Research and Evaluation. Retrieved from https://assets.pearsonschool.com/asset_mgr/current/201729/581581J064-ESSA-WTW.pdf

Activity #1 (supporting Strategy #2):

Throughout the grant period, Core Literacy Team members will provide ongoing professional learning to all K - 5 general education teachers on providing effective small group reading instruction. The small group instruction will support students not meeting grade level reading expectations, which may include disadvantaged students. Based on the instruction, teachers will implement in-class instructional support as needed.

Instructional materials and resources will include:

- Compass Collection from Pioneer Valley- <https://www.pioneervalleybooks.com/compass-collection.html>. This library collection are selected to engage and encourage young readers. All of the books come with a suggested two-day lesson plan and each lesson plan is broken down into steps. Lesson plans connect back to the World-Class Instructional Design and Assessment (WIDA) Framework for English language development and the Common Core State Standards (CCSS).
- Heinemann, Grade 4 and Grade 5 Phonics, Spelling and Word Study System by Fountas and Pinnell <https://www.heinemann.com/products/e08939.aspx#fulldesc>. FCPS currently has the K- Grade 3 kits and will have a school wide program for Word Study by purchasing the kits for Grades 4 & 5.
- 6th edition of Words Their Way by Bear, Invernizzi, Johnston & Templeton for every K - 5 teachers and one copy for the Core Literacy Team at each school <https://www.pearson.com/us/higher-education/series/Words-Their-Way-Series/2281883.html>
- Magnetic letters for K - 3 teachers to support letter knowledge and phonics instruction https://www.abcstuff.com/cgi/Web_store/web_store.cgi

Activity #2 (supporting Strategy #2):

Throughout the grant period, the central office language arts department will facilitate professional learning to the literacy specialists on the use of the instructional materials to support in-class instructional support.

Milestones: See explanation of monitoring of milestones on Pg. 17-18

- Achievement Milestone 1 - Student academic performance data measuring the percentage of students meeting the grade-level reading expectation as measured by the BAS (November)
- Achievement Milestone 2 - Student academic performance data measuring the percentage of students meeting the grade-level reading expectation as measured by the BAS (March)
- Implementation Milestones 1, 2, 3 (See pg. 17-18)

PLAN OF OPERATION WORKSHEET 3: Elementary Intervention

Need to be addressed:

The 4th and 5th grade levels in all schools in FCPS are lacking a comprehensive literacy intervention that would bring students up to grade level by the end of 5th grade. This is resulting in high numbers of students entering 6th grade with a large deficit that needs to be addressed. In the FCPS continuum of interventions at the elementary level, fourth and fifth grade students do not currently have access to a reading intervention that will address their comprehension needs and bring them up to grade level standards. At present time, FCPS uses Leveled Literacy Intervention (LLI) as our primary comprehension intervention at the elementary level. However, our schools are only guaranteed access to kits through the LLI Red System, which works to bring students up to reading on a level R (Grade 6). **Note: FCPS is placing significant emphasis on K-3 reading through the general budget.**

Target Population and Schools:

Students in the Special Education, FARM, and EL subgroups make up the largest population on students enrolled in intervention in elementary schools across FCPS. In all schools across FCPS, students in the subgroups make up the majority of students enrolled in intervention. By providing more comprehensive intervention opportunities to 4th and 5th grade students, the targeted populations will be greatly impacted.

Data to support strategy and activity:

Disadvantaged students are enrolled in intervention at much higher rates than their peers. Enrollment in reading intervention shows the impact of the learning gaps for disadvantaged students. We believe we are expected to intervene for these students, however the number of students enrolled in such intervention is likely an indication of the need for improvement in the base instructional program occurring in classrooms at all levels (See Plan of Action for Elementary and Secondary Professional Learning) as well as the need to more effectively pair the areas of students' weakness with the appropriate intervention. (See Appendix 6.3, Table 8).

The system-wide Benchmark Assessment System reading data shows the achievement gap of our disadvantaged students at all grade levels, however those gaps become more pronounced in Grade 4 and 5. (See Appendix 6.3, Table 5).

The system-wide PARCC data shows the achievement gap of our disadvantaged students at the elementary level (see Appendix 6.3, Table 1). The achievement gap for the three identified student groups is significant, in particular for ELs. The most significant gap is the EL combined grade result, 4.9% of our third, fourth and fifth grade EL students scored at a 4 or 5 Performance Level. This one data point alone indicates the urgency of providing support to improve the achievement for students (see Appendix 6.3, Table 11).

Goal: Increase reading performance of the EL, special education, and FARM student groups by at least 10 percentage points at each level from 2016-17 baseline by school year 2019-20 as measured by the following:

- State Assessment: PARCC Elementary ELA (Performance Levels 4 and 5)
 - EL: Increase from 4.9% to 14.9%
 - FARM: Increase from 31.7% to 41.7%
 - SPEC. ED.: Increase from 12.2% to 22.2%

Objectives (marking progress toward Goal #1):

Staff who participate in the professional learning sessions will rate these sessions on relevance and ability to use the information in the classroom ‘right away’. The expectation is that 62% of the participants will rate the sessions favorably in Year 1/Year 2 and 71% in Year 3.

Increase reading performance of the EL, special education, and FARM student groups by at least 5 percentage points at each level from 2016-17 baseline by school year 2018-19 as measured by the following:

- State Assessment: PARCC Elementary ELA (Performance Levels 4 and 5)
 - EL: Increase from 4.9% to 9.9%
 - FARM: Increase from 31.7% to 36.7%
 - SPEC. ED.: Increase from 12.2% to 17.2%

Increase reading performance of the EL, special education, and FARM student groups by at least 5 percentage points at each level from 2018-19 to 2018-2020 as measured by state assessments.

- State Assessment: PARCC Elementary ELA (Performance Levels 4 and 5)
 - EL: Increase from 9.9% to 14.9%
 - FARM: Increase from 36.7% to 41.7%
 - SPEC. ED.: Increase from 17.2% to 23.2%

Key 5: Tiered instruction and Intervention: FCPS strives to provide enrichment and intervention models to achieve comprehensive literacy for all students. The Exploring Reading intervention is a year-long intervention strategy that supports a range of reading experiences and helps students to master essential reading strategies, integrate strategies to successfully comprehend complex fiction and nonfiction text, and apply strategies across a wide range of text types and lengths. This program will provide 4th and 5th graders the opportunity to work with complex texts and grade level standards in order to meet grade-level expectations before entering the 6th grade.

Strategy #1 (supporting Goal #1):

Ensure the RTI process and tiered intervention opportunities are comprehensive and designed to meet the needs of all struggling learners. Focus will be on (a) increasing teacher efficacy of all elementary classroom teachers and intervention teachers and (b) implementing high quality intervention programs to improve reading accuracy and reading comprehension during Tier I, II, and III instruction. To that end, we need to fill some gaps in our tiered system of supports.

Exploring Reading is a year-long intervention program that supports students through a range of fiction and non-fiction texts using essential reading strategies. The strategies employed by the program are meant to prepare students to tackle and comprehend complex texts on grade level. This program will give students the strategies needed to comprehend the complex texts and tasks required of them when they enter middle school, and will lower the number of students requiring a reading intervention beginning in the 6th grade.

LLI Purple is a comprehensive intervention program designed for students beginning on a level R. This program will fill the current need by increasing student achievement from the 4th grade level to a 6th grade level by the end of 5th grade. This program will prepare students to be reading on grade level by the time they enter middle school, and will lower the number of students requiring a reading intervention beginning in the 6th grade.

Provide Exploring Reading kits at the 4th and 5th grade level to all schools in FCPS to increase student achievement by exposing students to complex texts and grade-level expectations. Teachers can work with students in groups of up to 6 and work closely with text strategies that increase student achievement.

Evidence based ESSA Level - Level 4: Under Evaluation - This intervention is a new program that has not completed a full research study. There has been a field test that showed positive results on student achievement.

Exploring Reading units focus on eight key comprehension strategies. In addition, students are taught to identify five types of text structures: description, cause and effect, problem and solution, sequence, and compare and contrast. Students use a graphic organizer for each structure. Exploring Reading can be used with ability, mixed-ability, and skill-specific groups. The program is designed to meet the needs of these flexible groups in the classroom so the teacher can differentiate based on the needs of the student during each intervention session. The Diagnostic Assessment can be used to group students with like needs and prioritize units.

With a focus on critical thinking and 21st century skills, many school districts are challenged with helping students develop reading comprehension skills to meet state standards. With this particular program, teacher feedback indicated a positive reaction to the culturally responsive materials offered in the program. The program specifically targets support for culturally and linguistically diverse students and English Learners. This aligns well to FCPS's mission to eliminate the achievement gap.

Research and evaluation staff within the Frederick County Public Schools will plan to conduct a match pair study to increase the level of evidence for this previously unstudied program.

Additional resources are included as follows:

Teacher Created Materials. (2018). *Exploring Reading: complete supplemental program based on respected research & literature*. Retrieved

from https://www.teachercreatedmaterials.com/estore/files/research/ExR_White_Paper.pdf

Teacher Created Materials. (2018). *Exploring Reading: data study*. Retrieved

from https://www.teachercreatedmaterials.com/estore/files/research/exr_data_study.pdf

Activity #1 (supporting Strategy #1):

Training will be provided from the publisher at both the 4th and 5th grade levels to Reading Intervention teachers and Literacy Specialists. This will ensure the program is implemented equally with fidelity at all elementary schools.

Activity #2 (supporting Strategy #1):

Throughout the grant period, the central office language arts department will facilitate professional learning to the literacy specialists on use of data and connections to resources (Continuum of Literacy).

Strategy #2 (supporting Goal #1):

Train teachers to implement Leveled Literacy Intervention (LLI) Purple kits to all schools in FCPS to increase reading achievement through a comprehensive literacy program designed to bring students from a level R to a level W. Teachers will work with students in small groups using the LLI Purple program to ensure they meet grade-level expectations by the end of fifth grade.

Evidence based ESSA Level 1: Strong Evidence

Ransford-Kaldon et al. (2010) conducted a randomized controlled trial of LLI. (What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017, September). Beginning Reading intervention report: Leveled Literacy Intervention. Retrieved from <https://whatworks.ed.gov>) Additional link: <https://ies.ed.gov/ncee/wwc/InterventionReport/679>

Activity #1 (supporting Strategy #2):

Build capacity of intervention teachers by providing three days of training led by Heinemann’s professional development specialists in use of LLI. This will ensure the program is implemented equally with fidelity at all elementary schools.

Activity #2 (supporting Strategy #2):

Throughout the grant period, the central office language arts department will facilitate professional learning to the literacy specialists on use of data and connections to resources (Continuum of Literacy).

Milestones: See explanation of monitoring of milestones on Pg. 17-18

- Achievement Milestone 1 - Student academic performance data measuring the percentage of students meeting the grade-level reading expectation as measured by the BAS (November)
- Achievement Milestone 2 - Student academic performance data measuring the percentage of students meeting the grade-level reading expectation as measured by the BAS (March)
- Implementation Milestones 1, 2, 3 (See pg. 17-18)

PLAN OF OPERATION 4: Middle and High School Professional Learning

Need to be Addressed:

FCPS recognizes that our most disadvantaged students (FARM, EL and SPEC. ED.) have significant academic challenges as evidenced through our local and state assessment data. Currently, secondary English/language arts teachers and their students have a limited understanding of the Maryland College and Career Readiness Standards and teachers plan their instruction accordingly. If teachers are provided rigorous and relevant professional learning and resources that truly deepen their understanding of the CCR standards, they will be able to engage all students in rigorous and relevant standards-based experiences that support their students on the path toward college and career readiness.

Currently, there is no way of vetting teacher-created assessments. In addition, we do not have a bank of professionally created assessment items. Teacher-created formative assessments can lack alignment to the rigor of the MCCR standards, and therefore are not adequate measures of learning.

Deep understanding of the MCCR standards, vetted banks of assessment items that mirror PARCC for formative and benchmark assessment creation, resources that support personalized learning with an emphasis on Tier 1 literacy and ongoing professional learning opportunities for teachers to build capacity in these areas throughout the grant period will enhance student success, help students overcome academic challenges and move students toward being college and career ready upon graduation from high school.

Goal: Increase reading performance of the EL, special education, and FARM student groups by at least 10 percentage points at each level from 2016-17 baseline by school year 2019-20 as measured by state assessments.

- State Assessment: PARCC Middle School ELA (Performance Levels 4 and 5)
 - EL: Increase from 4% to 14%
 - FARM: Increase from 26.2% to 36.2%
 - SPEC. ED.: Increase from 6.4% to 16.4%
- State Assessment: PARCC High School ELA (Performance Levels 4 and 5)
 - EL: Increase from 6.3% to 16.3%
 - FARM: Increase from 35.6% to 45.6%
 - SPEC. ED.: Increase from 16.2% to 26.2%

Objective: Increase reading performance of the EL, special education, and FARM student groups by at least 5 percentage points at each level from 2016-17 baseline by school year 2018-2019 as measured by state assessments.

- State Assessment: PARCC Middle School ELA (Performance Levels 4 and 5 baseline)
 - EL: Increase from 4% to 9%
 - FARM: Increase from 26.2% to 31.2%
 - SPEC. ED.: Increase from 6.4% to 11.4%
- State Assessment: PARCC High School ELA (Performance Levels 4 and 5 baseline)
 - EL: Increase from 6.3% to 11.3%
 - FARM: Increase from 35.6% to 40.6%
 - SPEC. ED.: Increase from 16.2% to 21.2%

Increase reading performance of the EL, special education, and FARM student groups by at least 5 percentage points at each level from 2018-19 to 2018-2020 as measured by state assessments.

- State Assessment: PARCC Middle School ELA (Performance Levels 4 and 5)
 - EL: Increase from 9% to 14%
 - FARM: Increase from 31.2% to 36.2%
 - SPEC. ED.: Increase from 11.4% to 16.4%
- State Assessment: PARCC High School ELA (Performance Levels 4 and 5)
 - EL: Increase from 11.3% to 16.3%
 - FARM: Increase from 40.6% to 45.6%
 - SPEC. ED.: Increase from 21.2% to 26.2%

Staff who participate in the professional learning sessions will rate these sessions on relevance and ability to use the information in the classroom ‘right away’. The expectation is that 62% of the participants will rate the sessions favorably in Year 1/Year 2 and 71% in Year 3.

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

Key 2: Strategic Professional Learning: FCPS will continue to provide quality professional development to all English/language arts teachers and embed additional professional learning options within curriculum maps.

Key 3: Continuity of Standards-based Instruction: True equity of instruction cannot be achieved until all students receive instruction aligned to the standards and delivered with fidelity grade to grade.

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.

Target Population and Schools:

The FCPS Continuous Strategic Improvement goals for middle and high school English/Language Arts is the following: For each of the following student groups, there will be no more than a 20% gap in performance: EL vs. Non-EL; Special Education vs. Non-Special Education. For all other student groups, there will be no more than a 10% gap in performance. Currently, all middle and high schools have gaps among disadvantaged student groups as measured by the PARCC assessment and our local benchmark system, as seen in data below. Therefore, all middle and high schools will be targeted, with a focus on disadvantaged students.

Data to support strategy and activity:

See Appendix 6.3, Tables 2, 3, 4 for PARCC Data

See Appendix 6.3, Tables 6 and 7 for Local Assessment Data

Strategy #1 (supporting Goal #1): Professional Learning: Thinking Core

Building teacher capacity on unpacking the CCR Standards to support struggling readers in accessing, comprehending, discussing, and writing about complex texts through professional learning provided by Thinking Core. Thinking Core is armed with the expertise to build capacity in teachers regarding the college and career ready agenda in a manner that fosters student success. Success is characterized by the treatment of the whole person, taking into account both cognitive and social factors. Thinking Core works with schools to become “thought partners” who use holistic best practice pedagogy, social emotional learning (SEL) research, and standards-based models to better teachers and administrators. They are practitioners who deliver authentic, practical, job-embedded support for the whole teacher in consideration of teaching the whole student. When partnering with Thinking Core, all participants gain experience and the know-how from district leaders, school principals, teacher leaders, special educators, instructional coaches, and curriculum developers to work for teachers and ensure hands-on learning that transfers to results.

Theory of Action: If teachers are provided rigorous and relevant professional development that will truly deepen their understanding of the ELA Standards with practice as the critical thinkers we expect students to become, then teachers will be able to engage students in rigorous and relevant standards-based experiences effectively to support their students on the path toward college and career readiness.

Evidence-based research to support strategy:

The initial work of Thinking Core creator Dr. Diana Carry’s strategies is based on her dissertation, *Analysis of a Constructivist School Writing Instruction Program Implications for Educational Practice and Policy*, at Loyola University. The focus of her study was to demonstrate how instructional interventions in vocabulary can affect writing proficiency, reading comprehension, and thinking fluency. It was hypothesized that the combination of constructive teaching vocabulary interventions from a constructivist methodology (i.e., student lessons on constructing meaning, word mapping, relating to vocabulary, and sentence combining), would increase student proficiency in focus and elaboration when writing about reading. Participants in the study (98%) are eligible for free or reduced lunch where students may come from families receiving public aid, live in institutions for neglected children, may be supported in foster homes with public funds. The findings were significant. For the test of writing focus, students who received the writing intervention demonstrated improvement in scores after participation, compared to those in the control group = 96.34, $p < .001$. Students in the writing performance area also demonstrated a strong improvement in their proficiency to elaborate in their writing = 90.14, $p < .001$. Writers write reading and readers read writing. Because of the findings and significant impact on student achievement, coupled with the need for instructional support with the teaching of academic analysis when writing about reading, Dr. Diana Carry conducted a five-year, post-doctoral field study in two urban districts with diverse students and teachers in Title 1 schools. A sampling of results from the field study:

Illinois Standards Assessment Test (ISAT) 2004-2008 Assessment Results showed Standard Score Gains: Results reported as composite averaged by grade level of 20 school cohort of Title I schools: Grade 3 = 20.5 gain; Grade 5 = 30.7 gain; Grade 6 = 25.8 gain; Grade 8 = 28.9 gain.

Arizona Assessment and Item Management System (AIMS) SY 2006–2009: Dr. Diana Carry of Thinking Core worked in twelve classrooms (side-by-side coaching model) and led ongoing professional development on site (Improving Teacher Quality for Student Achievement in Grades 1-8). Demographic Profile: SES low; majority ELL, African American populations. Reading Comprehension scores range from 20.2 to 45.1 of stable students at or above proficiency in the partnering schools.

Clayton County Public Schools Georgia Criterion Reference Competency Writing Test (CRCT) 2010-2011 Middle School Writing Assessment Results: The data showed gains were made at every middle school in the county that has been open for at least two school years. Some of those gains were as small as 2 percentage points, while others were as high as 23 percentage points.

Network of Chicago Public Schools Thinking Core Standards Study Professional Development SY 2015-16, Thinking Core partnered with a network of schools, in Chicago: The Professional Development design was structured with blended principal and teacher teams, the evaluation of three core practices, the spiral approach with the same 4 core content deliverables, and the standards-based resources for the professional development.

Frederick County Public Schools, SY 2015-2018 West Frederick Middle School: West Frederick Middle School is the largest and most diverse of the 13 middle schools in the Frederick County Public School district. During the 2016-17 school year, of 831 enrolled students, 52.7% receive Free/Reduced Price Meals, 13.5% are English Learners, and 10.1% receive Special Education services. The demographics for race/ethnicity are as follows: 9.4% Asian; 21.4% Black/African American; 35.7% Hispanic/Latino; 28.3% White; 4.8% 2+ Races.

In 2016-17, the school contracted Dr. Diana Carry of Thinking Core for training, coaching, and materials of instruction to support 6 language arts teachers, 3 special educators, and 3 English Language Learner educators in professional learning about aligning curriculum, instruction, and assessment in English/language arts to the Common Core State Standards (CCSS). With Dr. Carry’s guidance and expertise and with the support of the literacy specialist, advanced academics specialist, data coach, and principal, teachers engaged in a deep study of the MCCR Standards; implemented new strategies for instruction; created common formative assessments; gathered and analyzed student work samples; and guided students to take ownership of learning through transparency about learning expectations, goal setting and application of actionable feedback, and strategies for metacognition and comprehension and analysis of complex texts.

Growth in overall scores at each grade level from the 2015-16 school year to the 2016-17 school year: 6th grade showed 5% growth in the number of students scoring 3 or better and 5% growth in students scoring 4 or better on PARCC. It is worth noting that in 7th and 8th grades, there were even more significant gains in the number of students scoring 3 or better and 4 or better on PARCC from the 2015-16 school year to the 2016-17 school year. For 7th grade, the number of students scoring 3 or better increased 11%, and the number of students scoring 4 or better increased 20%. For 8th grade, the number of students scoring 3 or better increased 10%, and the number of students scoring 4 or better also increased 10%.

Activity #1 (supporting Strategy #1):

Thinking Core Trainer of Trainers Professional Learning (Literacy Specialists): Building teacher capacity on unpacking the CCR Standards to support struggling readers in accessing, comprehending, discussing, and writing about complex texts. The continuum below outlines the professional learning framework:

ABOUT THE CORE: Study standards to build a strong base of knowledge; know the demands; analyze intent, conceptual meaning, vertical progression; analytical questioning for analytical readers, thinkers, writers	INTO THE CORE Build an effective strategy bank for standards-based instruction; close reading; questions worth answering; assessments worth taking; writing in response to reading	PLANNING THE CORE Build capacity to design and write standards-based curriculum; text priming to target standards; generate plausible exemplars and models; standards-based objectives; student engagement; performance tasks	TEACHING THE CORE Growth mindset culture to ensure progress monitoring and assessment “as” “for” “of” learning; instructional moves that reflect the sequencing of standards to make meaning; effective feedback
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After each training, attendees will train ELA teachers in their individual schools. Professional learning will be reinforced with collaboration time provided at monthly literacy specialist meetings as well as at ELA Collaborative Professional Learning sessions throughout the grant period.

In order to complete this professional learning, every middle and high school literacy specialist will receive and be trained to use the following resources from Thinking Core:

- Standards Decoded Book
- College and Career Ready Blueprint
- Word Compass Academic Vocabulary
- Case Points Argumentation
- Customized Standards-based Graphic Organizers for Trainers

Activity #2 (supporting Strategy #1):

Thinking Core Professional Learning (Middle School Language Arts Teachers): Building teacher capacity on unpacking the CCR Standards to support struggling readers in accessing, comprehending, discussing, and writing about complex texts. The facilitator from Thinking Core will provide targeted personalized, job-embedded professional learning for middle school ELA teachers and support classroom support of teachers in targeted middle schools during instruction.

In order to complete this professional learning, every middle and high school literacy specialist will receive and be trained to use the following resources from Thinking Core:

- Standards Decoded Book
- College and Career Ready Blueprint
- Word Compass Academic Vocabulary
- Case Points Argumentation
- Customized Standards-based Graphic Organizers for Trainers

Strategy #2 (supporting Goal #1):

Performance Matters Unify Certica - Navigate Item Bank (NIB) for Maryland for Grades 6-12

As stated before, students in grades 6-10 take three ELA benchmark assessments that mirror PARCC as best they can. These benchmarks are created by teachers under the supervision of the FCPS ELA department but have no way of being vetted for validity or reliability at this time. Likewise, no formative assessments are available to aid teachers in adjusting instruction to prepare students for local benchmarks and PARCC other than teacher created assessments which again lack validity and reliability. In conjunction with professional learning provided by Thinking Core where teachers focus on unpacking and understanding the CCR Standards, banks of formative questions that mirror our benchmarks, PARCC would be helpful in making sure students understand the nuances of what the standards want them to do. In order to eliminate the achievement gap, a more effective assessment system needs to be put into place that would contain formative and summative benchmarks and yield data that would allow teachers to quickly analyze student learning gaps, reinforce skills that are lacking and adjust instruction to engage all students in rigorous and relevant standards-based experiences that effectively support eliminating the achievement gap.

Theory of Action: During the 2018-2019 school year, all local language arts benchmark assessments will be run through the Performance Matters Unify platform in an effort to more easily collect and analyze student data. In turn, the data will be used to measure student progress toward school, district and state goals while affording teachers insight into opportunities for student improvement and success. Assessment banks that are aligned to PARCC and assess mastery of College and Career Ready standards, available through Performance Matters Unify Certica Navigate Item Bank (NIB) for Maryland, would allow teachers to create formative assessments that mirror PARCC, be aligned to MCCR standards, have been vetted for reliability and validity and can be easily accessed by teachers and students.

Evidence-based research to support strategy:

St. Mary's County Public Schools, Maryland: Student performance on state tests and graduation rates improved with data driven instruction via the use of Performance Matters Unify. According to Regina Hurley Greely, Director of Learning Management for SMCPS, "at the secondary level, all English teachers now administer problem-based assessments (PBAs) with Unify. Unify is also helping teachers dive deeper into Maryland's College and Career-Ready Standards, by giving them the ability to create technology-enhanced items (TEIs) and to create TEIs, you have to really understand the depth and breadth of each standard.

Harford County Public Schools, Maryland: Student performance data is collected through Performance Matters Unify and incorporated into each school's School Improvement Plan. This plan drives everything from professional learning endeavors to the development of priority learning standards and identification of students who are underperforming in an effort to close achievement gaps.

Activity #1 (supporting Strategy #2):

Professional Learning on creation of assessments on Performance Matters Unify Certica Navigate Item Bank for Maryland. Middle and high school ELA teachers would be trained on how to access and create formative and summative assessments using NIB, and respond to the data evidenced by administering the assessments.

MILESTONES: See explanation of monitoring of milestones on Pg. 17-18

Achievement Milestones: The percentage of Grade 6, 7, 8, 9 and 10 disadvantaged students (English Learner, Special Education, Free and Reduced Meals) who meet or exceed expectations will improve by 5% points for each of the ELA benchmark assessments (narrative, literary analysis, research simulation).

Implementation Milestones 1, 2, 3 (See p. 17-18)

PLAN OF OPERATION 5: Secondary Intervention

Need to be Addressed:

Currently at the 6-10 grade levels, FCPS does not have a fully comprehensive tiered intervention system. We believe we are expected to intervene for these students, however the number of students enrolled in such intervention is likely an indication of the need for improvement in the base instructional program occurring in classrooms at all levels (See Plan of Action for Elementary and Secondary Professional Learning) as well as the need to more effectively pair the areas of students' weakness with the appropriate intervention. (See Appendix 6.3, Table 9 and 10). Many students at this level enter into comprehension interventions before they are ready, preventing them from making progress due to their inability to properly decode text. By implementing programs to address their decoding deficits, teachers can prepare students to better access comprehension interventions and ensure that all students have the opportunity to reach grade-level achievement. Students in need of reading intervention in FCPS high schools have few options to help them reach grade level reading standards by graduation. Likewise, few Tier 1 interventions are available to teachers for classroom use on a regular basis in an effort to effectively support eliminating the achievement gap. By implementing Achieve 3000 for our 9th and 10th grade students in grade level and intervention classes, we can close the achievement gap by providing intensive supports in comprehension strategies and differentiated instruction. By providing training in foundations reading acquisition, FCPS can ensure all intervention teachers are equipped with the knowledge to address the needs of our most struggling readers.

Current Secondary Interventions:

- Read 180 (Comprehension based, some practice with decoding, computer directed fluency)
- System 44
- Language Foundations (Structured Literacy Approach for student with characteristics of dyslexia)

Goal: Increase reading performance of the EL, special education, and FARM student group by at least 10 percentage points at each level from 2016-17 baseline by school year 2019-20 as measured by the following:

- State Assessment: PARCC Middle School ELA (Performance Levels 4 and 5)
 - EL: Increase from 4% to 14%
 - FARM: Increase from 26.2% to 36.2%
 - SPEC. ED.: Increase from 6.4% to 16.4%
- State Assessment: PARCC High School ELA (Performance Levels 4 and 5)
 - EL: Increase from 6.3% to 16.3%
 - FARM: Increase from 35.6% to 45.6%
 - SPEC. ED.: Increase from 16.2% to 26.2%

Objective: Increase reading performance of the EL, special education, and FARM student group by at least 5 percentage points at each level from 2016-17 baseline by school year 2018-2019 as measured by the state assessment.

- State Assessment: PARCC Middle School ELA (Performance Levels 4 and 5 baseline)
 - EL: Increase from 4% to 9%
 - FARM: Increase from 26.2% to 31.2%
 - SPEC. ED.: Increase from 6.4% to 11.4%
- State Assessment: PARCC High School ELA (Performance Levels 4 and 5)
 - EL: Increase from 6.3% to 11.3%
 - FARM: Increase from 35.6% to 40.6%
 - SPEC. ED.: Increase from 16.2% to 21.2%

Increase reading performance of the EL, special education, and FARM student group by at least 5 percentage points at each level from 2018-19 to 2019-2020 as measured by state assessments.

- State Assessment: PARCC Middle School ELA (Performance Levels 4 and 5)
 - EL: Increase from 9% to 14%
 - FARM: Increase from 31.2% to 36.2%
 - SPEC. ED.: Increase from 11.4% to 16.4%
- State Assessment: PARCC High School ELA (Performance Levels 4 and 5)
 - EL: Increase from 11.3% to 16.3%
 - FARM: Increase from 40.6% to 45.6%
 - SPEC. ED.: Increase from 21.2% to 26.2%

Staff who participate in the professional learning sessions will rate these sessions on relevance and ability to use the information in the classroom ‘right away’. The expectation is that 62% of the participants will rate the sessions favorably in Year 1/Year 2 and 71% in Year 3.

Key 5: Tiered Instruction and Intervention

FCPS strives to provide enrichment and intervention models to achieve comprehensive literacy for all students. These intervention programs provide differentiated phonics and decoding support based on student need.

Targeted Population and Schools:

The FCPS Continuous Strategic Improvement goals for middle and high school English/language arts is the following: *For each of the following student groups, there will be no more than a 20% gap in performance: EL vs. Non-EL; Special Ed vs. Non-Special Ed. For all other student groups, there will be no more than a 10% gap in performance.* Currently, all middle and high schools have those gaps among disadvantaged student groups as measured by the PARCC assessment and our local benchmark system, as seen in data below. Therefore, all middle and high schools will be targeted, with a focus on teachers who work with disadvantaged students.

Data to Support Strategy and Activity:

See Appendix 6.3, Tables 2, 3, 4 for PARCC Data
See Appendix 6.3, Tables 6, 7, 9, 10 for Local Assessment Data

Strategy #1: (supporting Goal)

Ensure the RTI process and tiered intervention opportunities are comprehensive and designed to meet the needs of all struggling learners. Focus will be on (a) increasing teacher efficacy of all 6th-10th grade ELA and intervention teachers and (b) implementing high quality intervention programs to improve reading accuracy and reading comprehension during Tier I, II, and III instruction.
Evidence-based research to support strategy:

- Hattie - effect size of increasing teacher efficacy: <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- Hattie - effect size on Response to Intervention: <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- Response to Intervention <http://www.rtnetwork.org/rti-blog/entry>

Activity 1: (supporting Strategy #1):

Professional Development on Reading Acquisition including Decoding and Phonics Interventions

This two-day comprehensive implementation training prepares teachers to teach phonics and decoding to struggling readers. Teachers leave prepared to assess decoding skills and use data to drive targeted instruction. This program ensures that educators learn immediate strategies to help struggling readers practice what good readers do naturally, which is pay attention to every word, read with a high rate of accuracy, and use strategies for attacking unfamiliar and multi-syllable words.

Evidence-based ESSA Level 4

Many teachers, especially those who have no reading certification but find themselves in classrooms with struggling readers, need background information to be comfortable and confident teaching reading concepts. Often, middle and high school content area teachers are particularly hesitant to teach reading because it is beyond their expertise. However, these teachers want and need ways to incorporate reading instruction in their teaching.

The Ann E. Casey Foundation has found that “too many teachers lack the training, experience, or knowledge they need to teach reading effectively” (2010). The lack of solid instruction for teachers on how to best teach reading is a weakness in many teacher preparation programs. This is often an “impediment to serving the needs [of struggling readers]” (Fletcher and Lyon 1998). In his report, *Adolescents and Literacy: Reading for the 21st Century*, Michael Kamil notes that “educators know that something needs to be done but are daunted, understandably, by the considerable task of identifying and applying research-based literacy strategies” (2003).

Really Great Reading knows that, often, teachers without expertise in reading find themselves needing to teach intervention lessons to their struggling readers. That is why all Phonics Blitz, Phonics Boost, and HD Word lessons include a section called “What You Need to Know,” designed specifically to provide teachers with background knowledge on the phonemic awareness and phonics concepts they will teach in the lesson. This information builds confidence, allows teachers to teach the lessons with fidelity, and helps them answer student questions effectively. Really Great Reading also offers an excellent professional development series that teaches educators not only how to deliver the lessons effectively, but also gives them the background knowledge in reading content that they need to be successful. Really Great Reading. (2010). *Tackling the Adolescent Literacy Problem: Decoding Strategies for Success*. Retrieved from

https://reallygreatreading.com/sites/default/files/rgr_white_paper_decoding_strategies_for_success_2016.pdf

Activity #2 (supporting Strategy #1):

Phonics Suite Comprehensive Implementation Training (Middle School): Two-day, hands-on workshop to prepare teachers to use HD Word and Phonics Boost programs from Really Great Reading. Teachers also leave prepared to assess decoding skills and use data to drive targeted instruction. Phonics Boost will serve as an intervention for the neediest learners at the middle school level. These students will be those who require intensive, 45 minutes per day phonics and decoding lessons provided through direct instruction from a teacher in a small group or one-on-one setting. HD Word will serve as a supplement to other intervention programming. This can be delivered during the student’s intervention class or another time such as Extended Learning Time.

Evidence Based ESSA Level - 4

[White Paper Study](#)

Really Great Reading’s Phonics Suite has been proven to work in various settings. This research-based instruction delivers state of the art foundational skills instruction with measurable results. Although the primary

target of instruction is improved decoding skills, students also routinely make gains on Oral Reading Fluency benchmarks.

A rural school system in Louisiana had 35 8th grade students who scored below benchmark on several reading measures. They were identified as students who could benefit from decoding instruction. The school system used Blitz and Boost lessons as remediation during a four-week summer school program. Four teachers with general knowledge of phonics instruction were given two days of professional development. The lessons were then given in 60-minute increments. Of the 35 students who received Blitz and Boost instruction, 25 were from regular education, 5 were from special education, and 4 were from Section 504. The results illustrate the gains that students made in their Words Correct per Minute (WCPM) and reading accuracy rate during a one-minute, grade level passage. As Figure 2 shows, the most dramatic gains were made in students' accuracy percentage. One group of 8th grade students improved their accuracy rate by an average of 8 percent. After approximately 40 hours of systematic, explicit, multisensory instruction using Blitz and Boost, students showed gains in their WCPM and reading accuracy. When reading a one-minute, grade level passage, significant gains were made with each group, nearing or exceeding the intended goal of 98% accuracy. In addition to improving their accuracy, students also improved their reading rate significantly. Both accuracy and fluency are key to improved comprehension.

Really Great Reading. (2013). *Washington school uses phonics suite to achieve significant gains in fluency and comprehension*.

Really Great Reading. (2013). *Results and success*.

Research shows that one of the most common difficulties adolescents face when attacking words is how to deal with words that have more than one syllable (Curtis 2004). Often, students struggle to decode multi-syllable words because they do not take the time to fully break down the words and look at each part of a word. Instead, they look at the first part of the word and make a guess, which can sometimes lead readers to “compose...what they read” rather than “comprehending what has been written” (Curtis 2004).

Based on their study done with adolescents in sixth to ninth grade who read below grade level, Bhattacharya and Ehri found that there is value in teaching adolescent struggling readers to read multi-syllable words by “analyzing and matching” syllables to pronunciations (2004). They also found that “even a modest investment of time devoted to syllabication instruction is sufficient to yield significant gains in word reading for struggling readers” (Bhattacharya and Ehri 2004). Phonics Blitz, Phonics Boost, and HD Word lessons use the research validated strategy of teaching students to “flex” the vowel sounds when trying to decode multi-syllable words. When students encounter an unknown word, they are taught to try to pronounce the word with one vowel sound and to keep trying different vowel sounds until they hit on one that produces a familiar sounding word.

Many researchers have found success using similar strategies. Curtis advocates teaching students that vowels often have more than one pronunciation in the English language, and then encourages them to try different pronunciations when they come to an unknown word until they hear a word that they know (2004). Others have also emphasized the “importance of flexibility in successful word identification,” especially with the vowel sounds (Lovett et. al. 2000). Anita Archer and her colleagues have emphasized that “research has shifted from rigid rules to a more flexible approach of decoding longer words”; “students learn they can be flexible in dividing the word into parts as long as they can ultimately make the word into a real word” (2003).

In Phonics Blitz, Phonics Boost, and HD Word lessons, students are encouraged to not worry about dividing a word into perfect dictionary syllables as long as they can pronounce the word correctly.

Really Great Reading's intervention lessons give students concrete strategies for decoding multi-syllable words. Students use manipulatives and some simple questions to break words down into individual syllables. Students are taught to look for the vowel letters that are the heart of each syllable. By explicitly teaching students to analyze and attack multisyllabic words, Phonics Blitz, Phonics Boost, and HD Word lessons empower students to overcome this barrier that often prevents adolescent struggling readers from becoming successful decoders.

Really Great Reading. (2010). *Tackling the Adolescent Literacy Problem: Decoding Strategies for Success*.

Retrieved from

https://reallygreatreading.com/sites/default/files/rgr_white_paper_decoding_strategies_for_success_2016.pdf

Activity #3 (supporting Strategy #1): Tiered Intervention (High School)

Teachers will receive professional learning on use of the intervention program and its literacy components via an initial full day training with a trainer from Achieve3000. In follow up to the initial training, trainers will model a lesson and provide briefing time with the teacher to discuss implementation. Achieve3000 provides a patented model of online differentiated instruction that targets all students one-on-one, at their individual reading levels, to accelerate their learning. Achieve3000 provides: (a) Differentiated Instruction; (b) Blended Learning; (c) Embedded Assessments; (d) Actionable Data. Achieve3000 is proven effective at accelerating literacy gains for all students. Over 15 years of data show that students using the program two or more times per week over a school year can expect to double their expected reading gains.

Evidence-based Research to Support Activity:

ESSA Level - 1 Strong

Achieve3000 has partnered with school districts across the nation to close the achievement gap. In a 2014-2015 study, students using Achieve3000 an average of two or more times per week doubled their expected Lexile® reading growth in a single school year. According to MetaMetrics, the average expected gains for students receiving typical instruction would be 69 Lexile points, while the students in the study using Achieve3000 grew by an average of 141 Lexile points. In an independent, gold-standard randomized control trial published in September 2015, the learning gains of treatment students who used Achieve3000 were statistically significant and substantively important – based on the What Works Clearinghouse threshold of 0.25 – for all areas assessed: the GMRT-4 Vocabulary, Reading Comprehension, and Total Reading tests, as well as the LevelSet™ Lexile reading assessment. This study also found Achieve3000 is significantly more effective at increasing student reading gains than standard English language arts programs.

Activity #4 (supporting Strategy #1): Develop intensive, individualized Tier 3 instruction for students not responding to traditional intervention programs and hire specially trained teachers to deliver those services. (Middle School and High School)

FCPS will develop an intensive, individualized intervention program for identified students and provide coaching and support in development and implementation of Tier 3 intervention for identified students with low reading achievement or competency.

Using structured literacy as a foundation, FCPS will design instruction that is explicit, systematic, cumulative, and diagnostic marked by several elements, including: phonology; sound-symbol association; syllable instruction; morphology; syntax; and semantics. Past progress and rate of growth of the student, the past delivery of specially designed instruction, interventions, and services or supports that the student received, and the effectiveness of past services will be taken into consideration when developing these individualized programs.

Teachers with specialized training in intensive literacy intervention (see job description in Appendix 6.11) will be hired to provide this intervention. The required qualifications will include either “Licensed Dyslexia Therapist equivalent to a Certified Academic Language Therapist or successfully enrolled in the program to become a certified therapist”. No position as such exist in FCPS, so this grant will allow us to determine the effectiveness of such specialized credentials in regard to effectiveness of the intervention. The two central positions will support itinerant service delivery for identified students and/or provide coaching and support in development and implementation of Tier 3 intervention for identified students with low reading achievement or competency.

Evidence-based Research to Support Activity: Developed in the 1900s, Orton-Gillingham (OG) is a phonics-based system that is characterized as language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible. Teachers of OG engage students by presenting concepts using a visual, auditory, and kinesthetic (VAK) approach. Based on the literature, one could argue that OG is not a method but rather an approach with specific fundamental principles—multisensory, structured and systematic, diagnostic and prescriptive, and direct. The International Dyslexia Association (IDA), formerly the Orton Dyslexia Society, states that multisensory teaching is simultaneously [visual, auditory and kinesthetic modalities] to enhance

memory and learning. Research has shown positive results supporting multisensory methods of instruction (Moats & Ferrell, 1999^[1]; Schieffel, Shaw, & Shaw, 2008; Oakland et al., 1998). There are many OG-based approaches that are similar in these principles but typically differ in approaches related to targeted populations (Giess, Rivers, Kennedy, & Lombardino, 2012). As Joshi, Dahlgreen, and Boulware-Gooden (2002) indicate, these approaches vary based on audience, settings, and materials; however, one agreement is that instruction must be “*systematic, sequential, explicit, cumulative, and use visual, auditory, kinesthetic, and tactile senses for teaching reading.*” OG and OG-based approaches (e.g., Alphabetic Phonics) use structured approaches to literacy. Structured literacy instruction is a highly recommended approach and is supported by IDA^[2]. Structured literacy includes phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics. One of the main conclusions drawn from a brief review of literature (and supported published reviews) is that additional future research is warranted to support the validity and effectiveness of OG based approaches. This research is important for the larger general population and across varying grades in order to generalize the findings. Students with Dyslexia experience complex challenges that makes a “one size fits all” approach ineffective; and optimal instruction calls for teacher’s professional expertise and responsiveness (International Dyslexia Association, 2016). For this reason, the IDA has published Knowledge and Practice Standards for Teachers of Reading and have only identified four organizations as being accredited under these standards (Academic Language Therapy Association, Alliance for Accreditation and Certification, International Multisensory Structured Language Education Council, and National Institute of Learning Development). As public school systems strive to close achievement gaps and appropriately respond to students with intensive intervention needs, there is an opportunity for further research to determine how best to have students served by teachers certified to teach with this special approach.

MILESTONES: See explanation of monitoring of milestones on Pg. 17-18

Achievement Milestones: The percentage of Grades 6, 7, 8, 9, and 10 disadvantaged students (English Learner, Special Education, Free and Reduced Meals) who meet or exceed expectations will improve by 5 percentage points for each of the ELA benchmark assessments (narrative, literary analysis, research simulation).

Implementation Milestones 1, 2, 3 (See pg. 17-18)

^[1] Cited in Dev, Doyle, & Valente, 2002.

^[2] <https://dyslexiaida.org/structured-literacy-certification-for-dyslexia-practitioners-and-therapists-what-why-how/>

4.4 EVALUATION AND DISSEMINATION PLAN

Evaluation Purpose and Design

The purpose of the evaluation is to measure the relevance, effectiveness, and impact of project activities based on benchmark assessment schedule, which is approximately three times a year if not quarterly. The evaluation will consist of process and outcome components that will assess overall program implementation and progress towards meeting benchmarks related to academic achievement and project goals. Process components will help to assess program implementation (e.g., activities, challenges, outputs, milestones, and short-term results for the purpose of monitoring progress and making midcourse project corrections). Outcome components will help to measure project accomplishments and activities that lead to attainment of goals. FCPS will conduct a comprehensive evaluation at the end of each grant year with a final evaluation to measure across the grant of the SRCL grant. As a result, some modifications to the proposed evaluation plan may occur once the external evaluator is on-board and as new data becomes available.

Evaluation Study Questions

Six broad questions have been developed to help focus evaluation activities:

1. How are project strategies being implemented?
2. To what extent has building capacity among early childhood providers and educators occurred because of the SRCL?
3. To what extent has building teacher capacity in literacy instruction occurred because of the SRCL?
4. What impact has the implementation of new intervention programs had on the ELA achievement of disadvantaged students?
5. What impact has the project had on ELA achievement among disadvantaged student groups?
6. To what extent are the SRCL goals and objectives being met?

Evaluation Strategy

The conceptual framework used for the evaluation will be a context-process-impact model that represents what research has indicated about the determinants of educational change. The model posits that the impact of professional learning on participants is dependent upon improvements in students including improved professional learning activities and practices, instructional practices, etc. The framework further indicates that both student, site, and educator impacts are influenced by program implementation, i.e., how well leaders, partners and teachers adhere to the core components of the professional learning. Finally, the framework indicates that the program processes and impacts are influenced by various contextual factors (e.g., characteristics of schools, characteristics of professional learning components and implementation support factors). This conceptual framework will tell us how to structure data analyses and reporting in a way that provides rich and powerful information about professional learning.

While the conceptual framework will help to guide the evaluation work by providing a shared vision among stakeholders, a logic model will re-conceptualize the framework into an action-oriented and outcome-driven representation of the project goals/objectives. The Logic Model will show the relationship among the primary project components, focus of activities, and desired outcomes. It will help focus the evaluation design on the most critical project activities—early intervention works, teacher capacity and self-efficacy, and tiered intervention supports. The model will help to provide a logical sequence of how the resources implemented through the SRCL will lead to improvements and desired results.

An Evaluation Matrix will be developed that illustrates how process and outcome data collected will be used to answer evaluation questions (see below). The external evaluator will develop the Logic Model and Evaluation Matrix in conjunction with FCPS staff.

Evaluation Data

A mixed methods approach using qualitative and quantitative data collection methods will be used to conduct the evaluation. Main analyses will include descriptive statistics on the overall project implementation and individual activities. FCPS has an on-going data management

system that collects and analyzes student achievement data. State (i.e., PARCC ELA) and local (i.e., ELA local benchmarks) assessment data on students will be analyzed. Group differences will be demonstrated, where possible. When appropriate, mean differences will be calculated to measure statistical differences, if any, between groups. Surveys will be developed to solicit school-based staff and early childhood educators and community providers' feedback on experiences with project-related activities. The Program Manager will conduct observations and site visits to monitor implementation. The primary groups about whom information is needed to answer evaluation study questions are: 1) ELA teachers, 2) school-based administrators, 3) early childhood educators and providers, and 4) students. This multi-faceted approach to data collection will offer a robust sample of the grant activities and provide insights into where activities are meeting established milestones.

The evaluator will work in conjunction with FCPS staff to ensure that all data collection techniques are appropriate and relevant to the work of the SRCL

Outcomes Measures

The evaluation will consist of several report deliverables:

- Interim quarterly progress reports due to MSDE (prepared in conjunction with FCPS staff).
- One annual evaluation report summarizing project progress and findings. The primary purpose of the annual progress report is to notify FCPS and other key stakeholders about how the project is being implemented, accomplishments and progress to date, recommended midcourse changes that may be needed to meet project and/or grant objectives, percentage of participating four-year olds who achieve significant gains in oral, fifth grade, eighth grade and high school students who met or exceed proficiency on PARCC and/or conclusions.
- A final evaluation report summarizing project progress, findings, and recommendations. The final evaluation report will provide evidence about the project's attainment of goals and expected outcomes, major findings, recommendations (including sustainability plans), percentage of participating four-year olds who achieve significant gains in oral

language proficiency, fifth grade, eighth grade and high school students who met or exceed proficiency on PARCC and/or other relevant conclusions.

Evaluator(s) Responsibilities

A Request for Proposal (RFP) for evaluation services will commence in May 2018, with selection pending grant approval.

The external evaluator will be responsible for the following evaluation tasks:

- Developing an understanding of the project objectives.
- Reviewing/refining evaluation questions, as needed.
- Developing a Logic Model and Evaluation Matrix to guide evaluation activities.
- Developing an evaluation plan to include, but not limited to: (a) evaluation goals, (b) key evaluation questions, (c) key evaluation stakeholders, (d) process and outcome measures, (e) data collection and analysis, (f) data confidentiality and storage procedures, (g) deliverables, and (h) estimated timeline.
- Identifying and/or designing data collection tools and relevant sources.
- Implementing additional data collection procedures, e.g., surveys, interviews/focus groups.
- Analyzing data and disseminate evaluation findings via progress reports, evaluation reports, and presentations to key stakeholders.

Additional requirements of the evaluation are:

- FCPS will be included as an active participant in all aspects of planning and implementing evaluation activities. This will include providing feedback on the appropriateness and relevance of data collection tools.
- The evaluator will employ a utilization-focused evaluation approach, meaning that evaluation results are designed to be used for program improvement and future planning and implementation. Thus, the evaluation must include ongoing feedback to FCPS through project implementation to strengthen and improve capacity.
- FCPS will maintain open communication between staff, clients, and the evaluator(s).

In the line item budget, there is an estimated cost of the evaluation of 76,000 per year (split proportionately across the SRCL grant award each level).

Dissemination of Results

FCPS will disseminate the evaluation results three ways:

- Annually, the Curriculum & Instruction (C&I) Committee will present a summary report to the Board of Education of Frederick County and other key stakeholders. The report will highlight major findings and recommendations.
- To a joint meeting of all partnership organizations.
- A summary of key evaluation findings will be published on the FCPS website.
- In accordance with FCPS regulations and evaluation contractual agreements, the evaluator and other key stakeholders may present overall findings at related local and national conferences.

4.5 MANAGEMENT PLAN/KEY PERSONNEL

FCPS has a collaborative team that will implement the SRCL Grant. The Project Director will hold the primary responsibility for implementation, assessment and evaluation of the grant activities. Other key personnel to the grant are the Project Manager, the members of the steering committee and members of the Curriculum, Instruction and Assessment Teams. Each person will ensure the grant is being implemented and monitored to support the achievement of disadvantaged students and meeting the goals and objectives of the grant. A detailed description of these staff members and their role in the management of the grant is below.

Project Director: Dr. Kevin Cuppett, Executive Director of Curriculum, Instruction and Innovation, will be responsible for the overall implementation of the grant activities and management and will designate 6.5% of this time on grant activities. Even though Dr. Cuppett will spend a significant amount of time leading the activities outlined in the grant, he will be assisted directly by Dr. George Seaton, Director of Curriculum, Instruction and Innovation, who has primary responsibility for the English Language Arts curriculum leaders. Dr. Cuppett currently manages a departmental budget of over \$10,000,000, has led large scale initiatives in the district including a three-year plan to improve services for English Learners and their families, the modernization and transformation of the districts digital ecosystem including a 1:1 device roll out and adoption of a Learning Management System, a multi-year plan for personalizing learning for students through blended learning, and the shift to a Competency Based Education system at the LYNX Program at Frederick High School.

Project Manager: (To be Hired) The project manager is responsible for oversight and management of the Striving Readers Project. This person will dedicate 100% of their time to the project (See Appendix 6.10 for detailed information.)

Steering Committee: This committee will meet quarterly and will serve as the primary advisory group during the implementation, reviewing the planned activities, monitoring the budget, and gathering data for evaluation and course corrections. With the project director and project manager, the committee will include:

FCPS Central Staff (Resumes can be found in Appendix 6.6)

Kathy Prichard, Instructional Director, Elementary
Karen McGaha, Curriculum Specialist, Elementary ELA
Sue Ann Nogle, Curriculum Specialist, Secondary ELA
Cathy Nusbaum, Coordinator, Early Childhood Education

FCPS School Based Staff

2 Elementary Principals, TBD
2 Middle School Principals, TBD
1 High School Principals, TBD

Partners

Stacy Wantz, Head Start Director
Shelly Toms, Family Partnership Director
Patty Morrison, Child Care Choices/MHA
Janet Vogel, Frederick County Public Library
Ann Ryan, The Housing Authority of the City of Frederick
Kathy Allen, Program Administrator, Judy Center

Curriculum, Instruction and Assessment Team: This team will support school activities and work to coordinate grant activities with systemic initiatives from a content perspective, as these team members are also responsible for FCPS' other systemic content initiatives.

Curriculum, Instruction and Innovation Department

Kristi McGrath, Teacher Specialist, Secondary English Language Arts
Leslie Frei, Teacher Specialist, Early Childhood Education
Barb Shelley, Teacher Specialist, Elementary English Language Arts

System Accountability and School Improvement

Jennifer Bingman, Supervisor of Student Achievement
Kelly Taylor, Coordinator of Intervention
Brittney Garst, Teacher Specialist for Intervention, English/language arts

English Learners Department

Kathy Gull, Achievement Specialist for EL
Kaitlin Moore, Teacher Specialist for EL
Liz Miranda, Teacher Specialist for EL

Special Education/Psychological Services

Michelle Concepcion, Director
Carmen Working, Supervisor

School Administration and Leadership

Angela Corrigan, Coordinator

4.5.1 MANAGEMENT PLAN WORKSHEET

Striving Readers Management Plan (July 2018-June 2019)

Action Description	Date	Person Responsible	Completed
Set up Grant Financials	June 2018	Fiscal Services	
Hire Project Manager (PM)	July 2018	Cuppett	
Hire Administrative Secretary	July 2018	Cuppett	
Hold Steering Committee Meeting	July 2018	Cuppett	
Purchase all Materials of Instruction and Professional Learning Materials	July 2018	Secretary	
Develop and post RFP for Evaluation Services	July 2018	Project Manager (PM)	
Secure contract for Professional Learning Services	July 2018	PM	
Finalize Professional Learning Survey	July 2018	PM	
Initial Partnership Meeting	July 2018	PM/Nusbaum	
Schedule PL Sub Days	July 2018	Secretary	
Secure PL Locations	July 2018	Secretary	
Onboard Evaluation Service Provider	August 2018	PM/Cuppett	
Hold Steering Committee Meeting	September 2018	Cuppett	
Finalize Evaluation Plan	September 2018	PM/ Evaluator	
Develop Data Management Tools	September 2018	PM/ Evaluator	
Hold Milestone Review Meetings (Fall) <ul style="list-style-type: none"> • Birth to 5: OLAI & VIOLETS data • Elementary: Benchmark Assessment data • Secondary ELA: HS and MS Local Benchmarks • Program specific intervention data • Teacher Professional Learning Survey data • KRA Baseline data 	October/November 2018: Occur 2 weeks after each administration of local benchmarks Data and responses will be share with Steering Committee	Cuppett	
Hold Steering Committee Meeting	December 2018	Cuppett	
Hold Winter Milestone Review Meetings <ul style="list-style-type: none"> • Birth to 5: OLAI & VIOLETS data • Elementary: Benchmark Assessment data • Secondary ELA: HS and MS Local Benchmarks • Program specific intervention data • Teacher Professional Learning Survey data 	January/February 2019: Occur 2 weeks after each administration of local benchmarks Data and responses will be share with Steering Committee	Cuppett	
Hold Steering Committee Meeting	March 2018	Cuppett	
Hold End of Year Objectives Data Review Meetings <ul style="list-style-type: none"> • Birth to 5: OLAI & VIOLETS data • Elementary: Benchmark Assessment data • Secondary ELA: HS and MS Local Benchmarks data 	May 2019: Occur 2 weeks after each administration of local benchmarks	Cuppett	

<ul style="list-style-type: none"> • Program specific Intervention data • Teacher Professional Learning Survey data 	Data and responses will be share with Steering Committee		
Schedule PL Sub Days for 2019-2020	June 2019	Secretary	
Secure PL Locations for 2019-2020	June 2019	Secretary	
Hold Steering Committee Meeting	June 2018	Cuppett	
Renew contract for Evaluation Services	July 2019	Project Manager (PM)	
Renew contracts for Professional Learning Services	July 2019	PM	
Revise Professional Learning Survey (if necessary)	July 2019	PM	
Partnership Meeting	July 2019	PM/Nusbaum	

Striving Readers Management Plan (July 2019-June 2020)

Action Description	Date	Person Responsible	Completed
Purchase all Materials of Instruction and Professional Learning Materials	July 2019	Secretary	
Cut P.O.s for contracted services	July 2019	Secretary	
Hold Steering Committee Meeting	August 2019	Cuppett	
KRA Data Review	October 2019	PM/Nusbaum	
Hold Fall Milestone Data Review Meetings <ul style="list-style-type: none"> • Birth to 5: OLAI & VIOLETS data • Elementary: Benchmark Assessment data • Secondary ELA: HS and MS Local Benchmarks data • Program specific intervention data • Teacher Professional Learning Survey data • KRA data 	October/November 2019 - Meetings occur 2 weeks after each administration of local benchmarks Data and responses will be share with Steering Committee	Cuppett	
Hold Steering Committee Meeting	December 2019	Cuppett	
Hold Winter Milestone Data Review Meetings <ul style="list-style-type: none"> • Birth to 5: OLAI & VIOLETS data • Elementary: Benchmark Assessment data • Secondary ELA: HS and MS Local Benchmarks data • Program specific intervention data • Teacher Professional Learning Survey data 	January/February 2020 - Meetings occur 2 weeks after each administration of local benchmarks Data and responses will be share with Steering Committee	Cuppett	
Hold Steering Committee Meeting	March 2020	Cuppett	
Hold End of Year Objectives Review Meetings <ul style="list-style-type: none"> • Birth to 5: OLAI & VIOLETS data • Elementary: Benchmark Assessment data • Secondary ELA: HS and MS Local Benchmarks data • Program specific intervention data • Teacher Professional Learning Survey data 	May 2020 Data and responses will be share with Steering Committee	Cuppett	

Hold Steering Committee Meeting	June 2020	Cuppett	
Finalize evaluation activities	July 2020	Evaluator	
KRA Data Review	October 2020	Nusbaum	
Complete evaluation report	November 2020	Evaluator	
Disseminate Evaluation report	November 2020	Evaluator	

4.5.2 PROJECT TIMELINES

Project Timeline (June 2018 – June 2019)													
Activity	6/18	7/18	8/18	9/18	10/18	11/18	12/18	1/19	2/19	3/19	4/19	5/19	6/19
Management													
Hire Project Manager		x											
Hire Project Secretary		x											
Grant management meetings	x	x	x	x	x	x	x	x	x	x	x	x	
Quarterly budget meetings		x			x			x			x		
Milestone & Objective Data Reviews Meetings					x	x		x	x			x	
Steering Committee Meetings		x		x			x			x			x
Secure PL locations and Sub Days	x	x											x
Set up Grant Financials	x												
Materials Purchases	x	x											
RFP's	x												
Professional Learning Contracts/Renewals	x	x									x	x	
Review school PL calendars				x									x
Hire teacher specialists		x											
Onboard teacher specialists			x										
Implementation													
Summer Trainings		x	x										x
Job embedded PL activities				x	x	x	x	x	x	x	x	x	
Local assessment administrations				x	x	x	x	x	x	x	x	x	
Data collection			x	x	x	x	x	x	x	x	x	x	
Community based activities			x	x	x	x	x	x	x	x	x	x	

Evaluation													
Evaluator selection		x											
Evaluator onboarding		x											
Milestone & Objective Data Reviews Meetings						x			x			x	
Data collection meetings		x				x			x			x	
Quarterly Report to MSDE					x			x			x		
Mid and Year End Review Meetings								x					x
Compile Year 1/2 Evaluation Report													x

Project Timeline (July 2019-June 2020)													
Activity	6/18	7/18	8/18	9/18	10/18	11/18	12/18	1/20	2/20	3/20	4/20	5/20	6/20
Management													
Grant management meetings		x	x	x	x	x	x	x	x	x	x	x	
Quarterly budget meetings		x			x			x			x		
Milestone & Objective Data Reviews Meetings					x	x		x	x			x	
Steering Committee Meetings		x		x			x			x			x
Materials Purchases		x											
RFP's (if needed)		x											
Professional Learning Contracts/Renewals		x											
Review school PL calendars				x									x
Implementation													
Summer Trainings		x	x										x
Job embedded PL activities				x	x	x	x	x	x	x	x	x	
Local assessment administrations				x	x	x	x	x	x	x	x	x	

Data collection			x	x	x	x	x	x	x	x	x	x	
Community based activities			x	x	x	x	x	x	x	x	x	x	
Evaluation													
Milestone & Objective Data Reviews Meetings						x			x			x	
Data collection meetings		x				x			x			x	
Quarterly Report to MSDE					x			x			x		
Mid and Year End Review Meetings								x					x
Compile Final Grant Evaluation Report													x

4.6 INTEGRATION WITH EDUCATION REFORM

FCPS has a strong commitment to early childhood education through our Judy Center, Kiddee Kollege program, and community partnerships. While we work together for increased school readiness for all students, we recognize that there are gaps in readiness for our disadvantaged students. The national goal that every child will start school ready to learn led to state language arts standards for our very young learners focusing on oral language and vocabulary development. The Maryland Early Learning Framework also emphasizes the importance of parent engagement. By providing professional learning and parent understanding about best practices and strategies, as well as providing literacy rich resources, we can increase overall readiness for our at risk students.

The strategies outlined in the Striving Readers Literacy Grant Application directly support our current reform efforts. In addition to the work in Cultural Proficiency, English Learner programming and special education services documented in Section 4.1 of the application, FCPS has also been engaged in improvement efforts in regard to the base English Language Arts program. In addition to the ongoing efforts to align instruction and assessment with the Maryland College and Career Ready Standards, FCPS have been responding to the state and national conversation around **dyslexia and dysgraphia**.

At the elementary level, foundational skills instruction is the focus for the 2018-19 school year. When the Maryland College and Career Ready Standards were adopted by FCPS, instructional and assessment resources were created to support the critical strand of foundational skills. Common instructional resources were aligned to the standards, foundational skills assessments were identified and Tier 1 instructional documents were created to support differentiation for those students not meeting grade level expectations. To support teachers with a clear scope and sequence of foundational skills, grade level lesson maps for grades K - 3 will be developed for implementation in the 2018-19 school year. It will be recommended for schools to schedule professional learning throughout the year to allow teachers time to collaborate and plan from the resources and to use foundational skills assessment results to plan

instruction. Literacy Specialists will lead the professional learning and serve as support for careful implementation of the new foundational skills resources. **This heavy local attention to and funding for Grades K-3 is why there is less emphasis on those grade levels in our Striving Readers Literacy Grant application.**

At the secondary level, our current efforts focused on developing English/language arts teachers understanding of the Maryland College and Career Readiness Standards and how to plan instruction, administer assessments and respond accordingly. Rigorous and relevant professional development that truly deepens their understanding of the standards has been difficult to deliver because of limited funding and resources. The Striving Readers Literacy Grant will make this professional learning more robust, job embedded and sustained.

Over the past few years, FCPS has been reviewing, evaluating and revising our response to intervention including our efforts in responding to dyslexia and dysgraphia. **We have dedicated considerable local resources for literacy materials and professional learning as well as targeted training in specific methodologies, which is why there is limited attention to dyslexia and dysgraphia in this grants submission.** However, our current system of tiered interventions still has a few gaps, and the Striving Readers Literacy Grant will help FCPS fill them with the interventions listed below:

Leveled Literacy Intervention (LLI) Purple: In the FCPS continuum of interventions at the elementary level, fourth and fifth grade students do not currently have access to a reading intervention that will address their comprehension, fluency and decoding skills and bring them up to grade level standards. At present time, FCPS uses Leveled Literacy Intervention (LLI) as our primary comprehension intervention at the elementary level. However, our schools only have access to kits through the LLI Red System, which works to bring students up to reading on a level Q. LLI Purple is designed for students beginning on a level R, which is at the beginning Grade 6 level.

Exploring Reading: Exploring Reading is a year-long intervention program that supports students through a range of fiction and non-fiction texts using essential reading strategies. The strategies employed by the program are meant to prepare students to tackle and comprehend

complex texts on grade level. This program will give students the strategies needed to comprehend the complex texts and tasks required of them when they enter middle school, and will lower the number of students requiring a reading intervention beginning in the 6th grade. Students that do not require the more intensive and comprehensive LLI Purple would be enrolled in Exploring Reading.

Phonics Boost and HD Word: FCPS does not currently utilize an Orton-Gillingham aligned, structured literacy phonics and decoding program to address the needs of our learners who struggle the most in middle school. Presently, students have access to Read 180 as a comprehension intervention. However, the program is meant to begin with students who have a solid grasp of decoding strategies. Students with high-needs in decoding and phonics strategies need a small-group, intensive intervention to address those needs. Phonics Boost offers 45 minutes of daily intensive lessons to address those students with severe decoding weaknesses who need intensive reading support to overcome their decoding deficits. HD Word is a 15 minute per day intervention for students who do not have profound cognitive delays, but still struggle to read complex words.

At the elementary level, the combination of these two programs would meet the needs of all students with decoding deficits in order to bring their reading ability to the level required to access a comprehension intervention. By addressing these needs first, FCPS can ensure that students are able to fill in all learning gaps and bring students up to grade-level comprehension more quickly and efficiently.

Achieve3000: Currently the intervention program in use in grades 9-10 in FCPS high schools can only address the needs of a small number of students due to staffing and scheduling constraints. Many of these students have participated in the same intervention program since the 6th grade, and their growth becomes stagnant in high school. The Achieve 3000 Boost program allows for targeted and intensive intervention to accelerate the literacy gains of students who need additional supports and services with a suite of classroom-tested scaffolds for students and supports for teachers. Boost further supports students with a standards-aligned custom curriculum that integrates phonics and fluency practice. Because Achieve 3000 Boost can be

utilized in any classroom setting, this program can supplement the curriculum for all students enrolled in 9th and 10th grade ELA classes, ensuring that a greater number of students will be impacted by the program.

4.7 FUTURE PLANS

After the grant expires many of the birth to five initiatives will continue. The early childhood community in Frederick County has a long standing commitment to collaboration and partnerships. We will continue to work together focusing on the needs of our children and families. Many of the birth to five activities will be sustainable through materials that were purchased, online professional learning modules, and peer sharing. As we evaluate the effectiveness of other activities (such as the articulation meetings) we will determine if the costs could be integrated into the FCPS budget. Additionally, we can seek braided funding opportunities for activities (for example the Dolly Parton Imagination Library) through our partnerships.

By design, a significant amount of the costs of activities will occur within the scope of the grant and will not require ongoing funding in the out years (e.g. one-time purchases of materials of instruction, project manager and secretary positions, evaluation costs, contracted professional learning services, etc.).

Ongoing professional learning in the strategies implemented through the grant will be provided for new staff by the literacy specialists, who will be trained under the grant activities, and the core literacy team at each school. This capacity building and leadership development is critical to the long term efficacy of teachers in FCPS and was intentionally a goal of the grant activities. Also, intervention teachers new to programs purchased under the grant will receive professional learning when needed from central staff who were trained in the grant period.

FCPS has systematic ways of monitoring data for students in disadvantaged groups and responding to that data. The *Accelerated Learning Process* occurs at the school and district levels. Reviews of state and local assessment data is a key area of focus in this process. This

work will be essential to ensuing long term gains from professional learning grant activities, and FCPS will provide follow up training as needed.

After the grant expires, FCPS will evaluate the achievement data related to the Achieve 3000 intervention and determine whether and how these interventions should be maintained as it has annual costs. This will ensure continuity of services for our students. In addition, FCPS will continue to purchase consumables for students participating in intervention programs including the Exploring Reading guided practice book (\$10 per student), the Phonics Boost consumable (\$45 per student), and the HD Word student workbook sets (\$19 per student).

Finally, FCPS is moving to full use of the Performance Matters as the assessment platform for all local benchmark assessments, so the formative and summative assessments created by our teachers using Navigate Item Bank will remain in use. Ongoing professional learning on the use of these assessments will be led by literacy specialists.

APPENDIX 6.2: SUMMARY OF DATA FROM NEEDS ASSESSMENT

FCPS staff in the Curriculum, Instruction, and Innovation (CII) and System Accountability and School Improvement (SASI) departments developed surveys as part of the literacy needs assessment. Individual surveys were developed for school staff, early care and education (ECE) providers, and community providers. Items were either adapted from MSDE's literacy needs assessment survey and/or newly developed by FCPS staff. The purpose of the surveys were to gain a better understanding of FCPS' current strengths, priority areas, and resources available in meeting the literacy needs of students. The surveys were completed by 531 school staff, 50 ECE providers, and 34 community providers in March 2018.

School-Based Staff Survey

Table 14 summarizes the results from the Literacy Needs Assessment Survey for School-Based Staff. Respondents included school administrators, English/language arts (ELA) classroom teachers, and designated specialists/intervention teachers. More than three-quarter (79%) of respondents represented elementary schools followed by high school (14%) and middle school (7%). The results from the survey provide some guidance on areas of strength and priority in ELA.

For the most part, aspects related to curriculum development and instruction [e.g., alignment to Maryland College and Career Ready Standards (MCCRS), disciplinary literacy, use of interventions, Universal Design for Learning (UDL), culturally responsive] and the use of data from state and local assessments (e.g., identifying students in need and informing instruction) were identified as areas of strength. Providing literacy support to multiple community-based stakeholders is a systemic priority. In fact, only 61% of school staff surveyed (66% elementary, 54% middle, and 38% high) agreed that FCPS currently provides literacy support to community stakeholders. In addition, there is a need for professional development and teacher collaboration/planning time focusing on literacy at the secondary school levels. For example, only 64% of middle school and 47% of high school staff agreed that school administration participates in literacy trainings. In addition, 72% of middle school and 68% of high school staff agreed that FCPS provides time to participate in regular meetings with literacy specialists. Seventy-one percent of high school staff agreed that multiple formats for professional learning in literacy are provided through FCPS.

TABLE 14. LITERACY NEEDS ASSESSMENT SURVEY: SCHOOL-BASED STAFF VERSION—March 2018 Administration

Survey items	All Schools* (n=531)			Elementary* (n=417)			Middle* (n=39)			High* (n=74)		
	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK
Curriculum/Instruction												
<i>FCPS literacy instruction is aligned to Maryland College and Career Ready Standards for English/language arts.</i>	94%	2%	4%	94%	1%	4%	92%	5%	3%	89%	5%	5%
<i>FCPS teachers incorporate literacy instruction in all content areas (disciplinary literacy).</i>	86%	9%	4%	90%	7%	3%	72%	21%	8%	74%	16%	9%
<i>FCPS uses multi-tiered intervention systems to support the literacy needs of individual students.</i>	85%	13%	2%	87%	12%	2%	92%	8%	0%	74%	22%	4%
<i>FCPS uses literacy intervention to accelerate students to meet grade level expectations.</i>	82%	15%	3%	83%	15%	3%	90%	10%	0%	77%	19%	4%
<i>FCPS teacher 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.</i>	79%	12%	9%	79%	12%	10%	82%	10%	8%	80%	12%	8%
<i>FCPS provides culturally responsive literacy instruction to meet the diverse needs of all students.</i>	81%	14%	5%	83%	12%	6%	80%	10%	10%	72%	27%	1%
State and Local Assessment												
<i>State and local literacy assessments include screening, diagnostic, formative, and summative assessment components.</i>	82%	10%	8%	85%	8%	7%	85%	13%	3%	66%	18%	16%
<i>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.</i>	92%	6%	2%	95%	3%	1%	92%	5%	3%	73%	26%	1%
<i>State and local assessments provide individual student level data to identify students who are at risk for educational failure or are in need of special assistance.</i>	91%	6%	3%	94%	5%	1%	87%	10%	3%	78%	15%	7%
Professional Development												
<i>FCPS provides professional learning for literacy through a variety of formats (e.g., face-to-face, MSDE, school-based, etc.).</i>	91%	6%	3%	92%	5%	2%	95%	5%	0%	81%	12%	7%
<i>FCPS provides time for regular literacy specialist meetings.</i>	75%	5%	20%	76%	5%	19%	72%	0%	28%	68%	8%	24%
<i>FCPS school-based administrators participate with teachers in literacy professional learning.</i>	71%	18%	11%	75%	17%	8%	74%	13%	13%	47%	28%	24%
Community Outreach/Support												
<i>FCPS provides literacy support to a variety of stakeholders (e.g., parents, community-based providers, higher education representatives) through community or school-based events.</i>	61%	22%	17%	66%	20%	14%	54%	23%	23%	38%	36%	26%

* Row percents within school level may not total 100% due to rounding.

SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree, DK = Don't Know

Qualitative data from the Literacy Needs Assessment Survey for School-Based Staff not only supports FCPS' need for professional learning, focusing on literacy across schools, but the need for additional interventions and resources to meet the literacy needs of students. Staff at the secondary school levels report that interventions and resources for students struggling in reading/writing are very limited. Comments from some of the secondary staff regarding resources available are similar to the trends noted in Table 14 on previous page [i.e., as school level increases, the level of favorability (or in this case, resources) decreases].

“Not all schools are equal with the time dedicated to rigorous literacy professional development, collaboration, and coaching. Some schools have monthly PL, and others schools weekly.” – Elementary School Staff

“In our school, professional development focused on literacy has not been made a priority for the kindergarten teachers.” – Elementary School Staff

“We need more school-based interventions in place struggling writers.” – Elementary School Staff

“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.” – Elementary School Staff

“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.” – Elementary School Staff

“Intervention resources often vary from school to school based on how the intervention staff use budget money and the needs of the students.” – Elementary School Staff

“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.” – Middle School Staff

“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.” – Middle School Staff

“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.” – Middle School Staff

“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.” – High School Staff

“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 their needs.” – High School Staff

“Literacy is critical. FCPS does what it can, but the resources necessary are larger than what are currently being committed.” – High School Staff

Early Care and Educator Provider and Community Provider Surveys

Table 15 summarizes the results from ECE providers and community providers on the Literacy Needs Assessment Survey. Respondents for ECE providers included members of FCPS’ Early Childhood Advisory Council (IECC) and members of the Judy Center Steering Committee. Community providers included Head Start teachers and staff from family and center-based childcare partners (i.e., via Child Care Choices distribution). More than one-fourth of respondents in each survey either ‘strongly disagreed/disagreed’ or responded ‘don’t know’ to each of the survey items. These results are consistent with only 61% of school-based staff indicating that FCPS provides literacy support to a variety of stakeholders through community or school-based events (see Table 14). Based on quantitative and qualitative results, it is clear that there is a need for FCPS to enhance and/or expand its collaboration with its early childcare and community partners. This is not only to promote a mutual understanding of literacy needs and expectations for children but also to increase kindergarten readiness levels in language and literacy.

TABLE 15. LITERACY NEEDS ASSESSMENT SURVEY: EARLY CARE AND EDUCATOR PROVIDER AND COMMUNITY PROVIDER VERSIONS—March 2018 Administration	ECE RESPONSE (N=50)*			COMMUNITY PROVIDERS (N=34)*		
	SA/A	D/SD	DK	SA/A	D/SD	DK
<i>FCPS provides literacy based learning for [early care and education providers, community stakeholders] through professional learning and workshops.</i>	64%	8%	28%	44%	21%	35%
<i>FCPS initiates partnerships with [early care and education providers, community stakeholders] to support the learning of all children.</i>	58%	22%	20%	71%	17%	12%
<i>FCPS involves [early care and education providers, community stakeholders] in supporting the needs of schools.</i>	56%	28%	16%	59%	17%	24%
<i>FCPS shares its vision of literacy for young children with [early care and education providers, community stakeholders].</i>	56%	24%	20%	59%	24%	18%
<i>FCPS shares results from the Kindergarten Readiness Assessment with its stakeholders to identify areas of need.</i>	50%	18%	32%	59%	15%	26%

* Row percents within school level may not total 100% due to rounding.

SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree, DK = Don’t Know

Selected comments from ECE providers and community providers on the Literacy Needs Assessment Survey:

“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.” – ECE Provider

“... We feel it is important to build a relationship with public school especially when we have the children for several years prior them going to the 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.” – ECE Provider

“Need more training for early reading teaching and different ways.” – ECE Provider

“FCPS needs to be more open to any other non profit to partner to better the immigrant families and children.” – Community Provider

“Schools need to focus on minority/immigrant students more and collaborate with community partners serving this target population.” – Community Provider

“Better communication, outreach, and utilization of community stakeholders is needed for a holistic, community-based approach to improving literacy.” – Community Provider

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APPENDIX 6.3: Summary of Data for Disadvantaged Students

TABLE 1: FCPS Elementary ELA PARCC Performance by student group

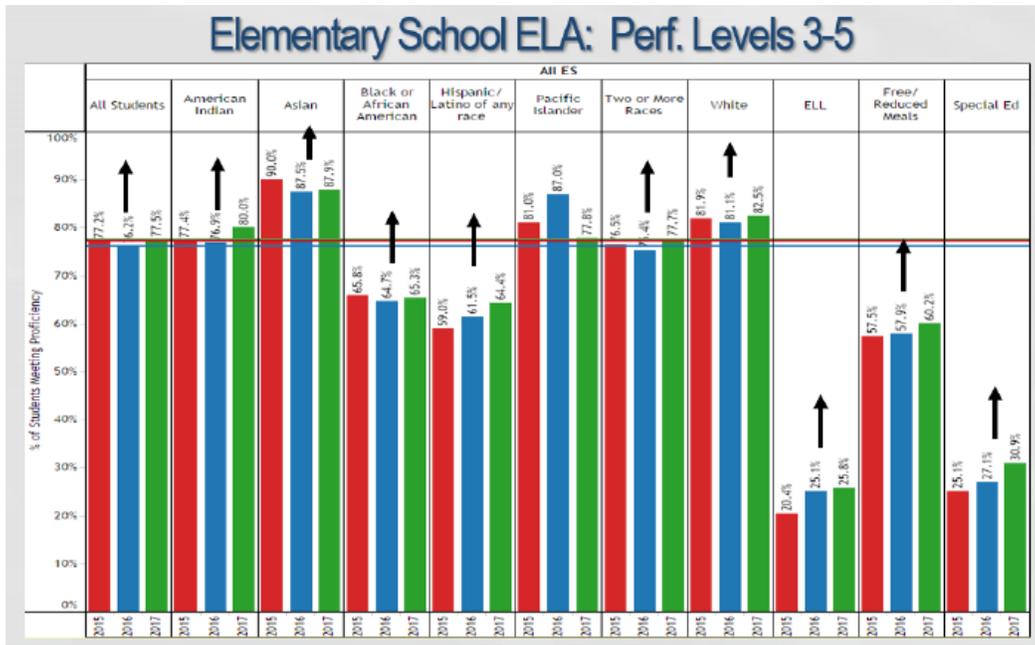


TABLE 2: FCPS Elementary ELA PARCC Performance by student group

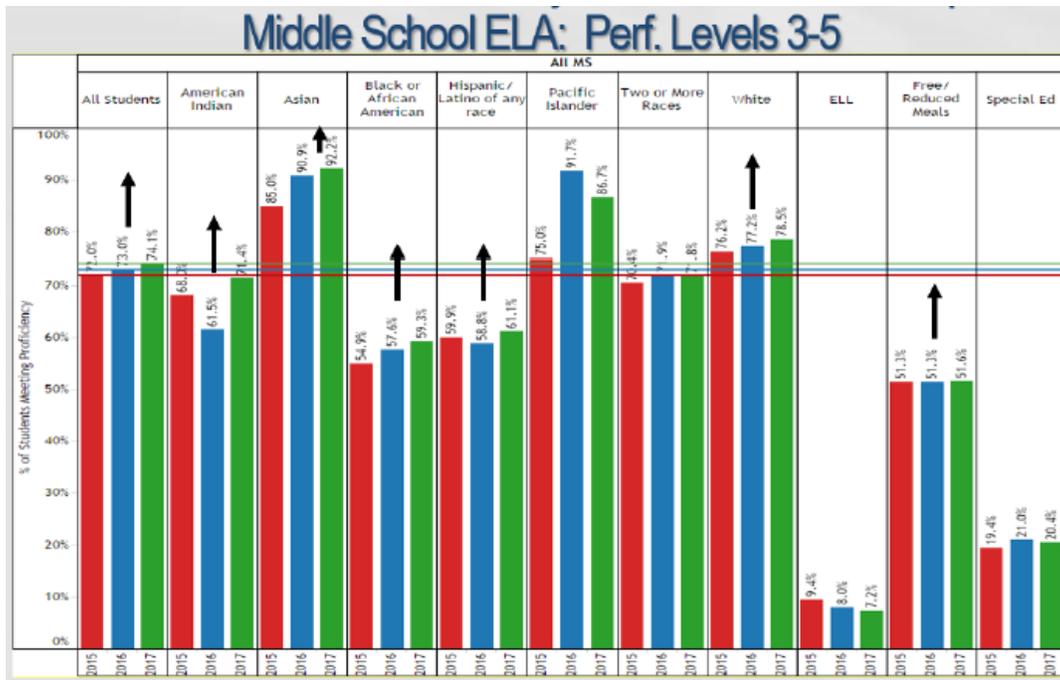


TABLE 3: FCPS Elementary ELA PARCC Performance by student group

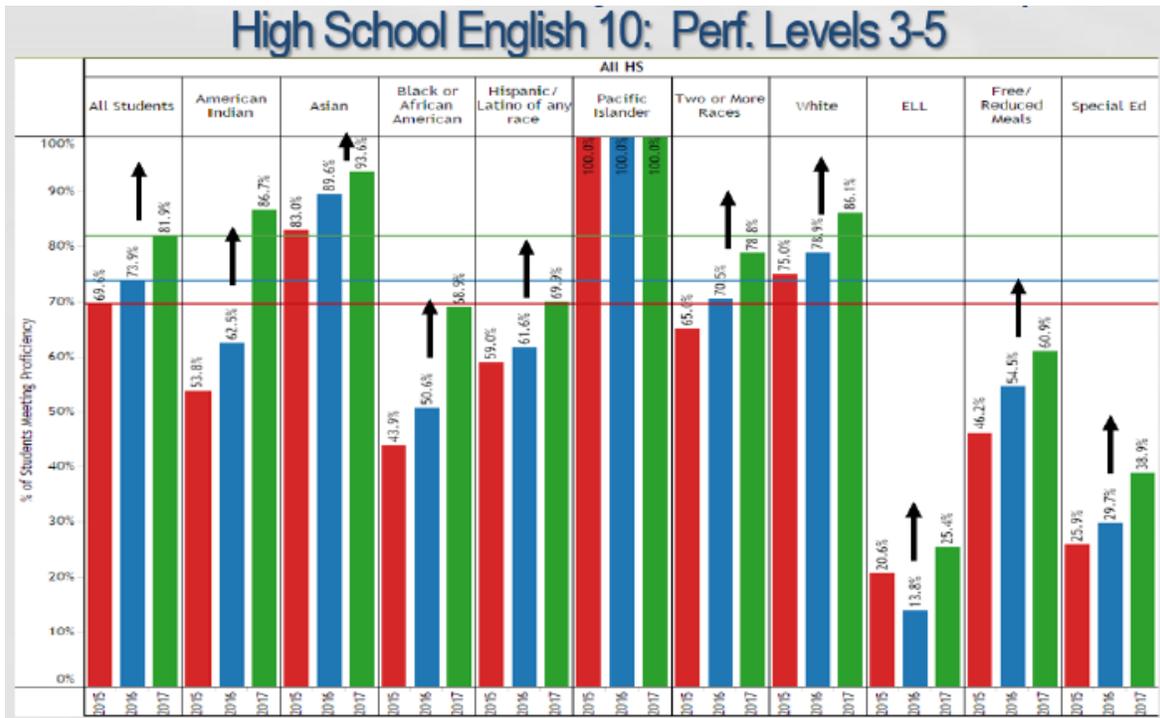


TABLE 4: % Gap Group Compared to All Students
Based on 2015-2017 PARCC ELA Results Across All Levels, Performance Bands 3-5

English Learners		Free/Reduced Meals		Special Education	
2016	2017	2016	2017	2016	2017
56	57	20	20	50	49

Source: FCPS 2017 Master Plan Annual Update, <https://www.fcps.org/about/master-plan>

TABLE 5: Benchmark Assessment System (BAS)
% = students meeting grade level expectations
(Data show final administration in the 2017 school year.)

	ALL FCPS	English Learners	FARM	Special Education
Kindergarten (Jan. 2018)	61.3%	37.5%	43.6%	29.8%
First Grade (Jan. 2018)	76.6%	48.6%	61.4%	45.1%
Second Grade (Jan. 2018)	78.9%	56.5%	64.9%	34.9%
Third Grade (Oct. 2017)	84.6%	56.6%	74.8%	39.7%
Fourth Grade (Oct. 2017)	83.7%	33.8%	75.4%	38.5%
Fifth Grade (Nov. 2017)	79.8%	12.5%	62.9%	25.6%

Source: Frederick County Data File Summary

TABLE 6: Middle School ELA Benchmarks									
% Students Meeting Proficiency (2.5+ in all Dimensions of ELA Rubric)									
	Grade 6			Grade 7			Grade 8		
	RST (Spring 2017)	NWT (Fall 2017)	LAT (Winter 2018)	RST (Spring 2017)	NWT (Fall 2017)	LAT (Winter 2018)	RST (Spring 2017)	NWT (Fall 2017)	LAT (Winter 2018)
All	59.2	58.0	53.7	59.4	57.7	59.3	58.6	63.1	56.5
English Learners	8.1	5.3	22.4	13.1	9.2	3.13	15.2	32.0	15.8
FARM	41.1	41.3	37.1	38.0	34.6	33.8	41.6	48.0	39.4
Special Education	21.4	17.6	21.3	21.1	13.6	12.0	13.5	21.6	21.6

Source: Frederick County Data File Summary

TABLE 7: High School ELA Benchmarks						
% Students Meeting Proficiency (2.5+ in all Dimensions of ELA Rubric)						
	Grade 9			Grade 10		
	NWT (Fall 17)	LAT (Winter 17)	RST (Winter 18)	NWT (Fall 17)	LAT (Winter 17)	RST (Winter 18)
All	55.8	57.3	58.7	64.1	64.0	68.9
English Learners	0.0	0.0	0.0	25.0	22.2	37.5
FARM	44.0	41.8	42.0	48.1	50.9	51.4
Special Education	33.3	19.4	20.4	25.0	20.3	25.9

Source: Frederick County Data File Summary

TABLE 8: Enrollment in Intervention - ELEMENTARY SCHOOL			
Student Group	Total # of Students	# Students in Reading Intervention	% of Group
ALL	19863	2635	13.3%
EL	494	136	27.5%
SpecEd	1395	674	48.3%
FARM	4245	1267	29.8%
EL + FARM	1387	859	61.9%
EL + SpecEd	68	45	66.2%
FARM + SpecEd	687	476	69.3%
EL + FARM + SpecEd	146	121	82.9%

TABLE 9: Enrollment in Intervention - MIDDLE SCHOOL			
Student Group	Total # of Students	# Students in Reading Intervention	% of Group
ALL	9669	989	10.2%
EL	59	32	54.2%
SpecEd	594	401	67.5%
FARM	1930	735	38.1%
EL + FARM	203	178	87.7%
EL + SpecEd	18	15	83.3%
FARM + SpecEd	359	295	82.2%
EL + FARM + SpecEd	83	79	95.2%

TABLE 10: Enrollment in Intervention - HIGH SCHOOL			
Student Group	Total # of Students	# Students in Reading Intervention	% of Group
ALL	12721	436	3.4%
EL	198	47	23.7%
SpecEd	943	307	32.6%
FARM	2035	395	19.4%
EL + FARM	396	162	40.9%
EL + SpecEd	9	4	44.4%
FARM + SpecEd	419	222	53%
EL + FARM + SpecEd	35	36	100%

Source: Frederick County Data File Summary

TABLE 11: PARCC ELA 2017				
% of elementary students meeting Performance Levels 4 and 5				
	All Students	English Learners	FARM	Special Education
Grade 4	52.5%	3.1%	29.1%	10.8%
Grade 5	51.1%	0.0%	28.2%	8.1%

APPENDIX 6.4: WORKS CITED

Research and other sources were cited throughout the grant application at locations that made the rationale for grant activities understandable.

APPENDIX 6.8: FCPS CULTURAL PROFICIENCY ACTION PLAN

FCPS CULTURAL PROFICIENCY ACTION PLAN

- 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

APPENDIX 6.9: SUPPORTING RESEARCH

Early Intervention

There is increasing recognition that the first few years of a child's life are a particularly sensitive period in the process of development, laying a foundation in childhood and beyond for cognitive functioning; behavioral, social, and self-regulatory capacities; and physical health. Yet many children face various stressors during these years that can impair their healthy development. Early childhood intervention programs are designed to mitigate the factors that place children at risk of poor outcomes (Karoly, Kilburn, & Cannon, 2005).

According to Smith (1998), early intervention can be remedial or preventive in nature -- remediating existing developmental problems or preventing their occurrence” (p. 1). Research continues to show that engaging children in interventions in the first five years of life has a positive, substantial impact. As cited in the RAND research summary, “early childhood interventions are designed to provide a protective influence to compensate for the various risk factors that potentially compromise healthy child development in the years before school entry” (Karoly, Kilburn, & Cannon, 2005).

Poverty has been shown to be particularly detrimental in early childhood in terms of children’s subsequent educational and other life-course outcomes. Families benefit from early intervention by being able to better meet their children’s special needs from an early age and throughout their lives (Karoly, Kilburn, & Cannon, 2005). Shankoff & Phillips (2000, as cited in Karoly, Kilburn, & Cannon, 2005) state “the logic of early intervention is to compensate for the various factors that place children at risk of poor outcomes, with additional supports for the parents, children, or family as a unit that can affect a child directly through structured experiences or indirectly by enhancing the caregiving environment”.

As stated in The Heckman Equation research summary (2016), high-quality birth-to-five programs for disadvantaged children deliver a 13% per annum return on investment - a rate substantially higher than the 7-10% return previously established for preschool programs serving 3- to 4-year-olds (Garcia, Heckman, Duncan, & Prados, 2016). Early intervention encompasses proactively involving not only children, but parents, caregivers, schools, and community stakeholders by making decisions surrounding how to best support early growth and development. Providing early interventions for the youngest children in high-risk populations holds lasting benefits to the community and improves outcomes for families.

1 Garcia, J. L., Heckman, J.J., Duncan, L.E. & Prados, M.J., The life-cycle benefits of an influential early childhood program (2016): NBER Working Paper No. 22993; www.heckmanequation.org

2 Heckman, James (2016) The Heckman equation, heckmanquation.org/resources/research-summary

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4 Karoly, L., Kilburn, R., and Cannon, J. (2005). Early childhood interventions: proven results, future promise (pp.14-18) RAND Corporation, Santa Monica, CA

5 Shankoff, J., & Phillips, D. (2000) From neurons to neighborhoods: The science of early childhood development. NATIONAL ACADEMY PRESS, Washington, D.C.

6 Smith, B., (1998). Does early intervention help? ERIC Digest #455. Revised. www.ericdigests.org ED295399, Santa Monica, CA: RAND

Teacher Self-Efficacy

In their report, *Preventing Reading Difficulties in Young Children*, Snow, Burns, and Griffin (1998) noted that there was a rising demand for literacy. They pointed out that the demands for high literacy were ever increasing in a technical society, creating consequences that are more significant for those who fall short. Reading gains are a goal for educators and are often used to determine student success. Reading achievement often serves as a predictor of future academic success. Students who struggle to read on grade level by third grade tend to have greater struggles in their future academic careers meeting increased standards (Hernandez, 2011; Lesnick, George, Smithgall, & Gwynne, 2010). Hernandez (2011) demonstrated this failing in an analysis of graduation rates of 3,975 students in a longitudinal study using a database from the *National Longitudinal Survey of Youth 1979* of students born between 1979 and 1989. Of this population of students, 16% who were not reading proficiently by the end of third grade, compared to 4% who were proficient readers, did not graduate from high school or did not graduate with their class (Hernandez, 2011). Similarly, researchers from the University of Chicago tracked educational outcomes for 26,000 students in the third grade in the 1996–1997 academic year (Lesnick et al., 2010). They found that the third-grade reading level was a significant predictor of eighth-grade reading level and ninth-grade course performance. In addition to a predictor of graduation, third-grade reading-level proficiency predicted college attendance. Correlational evidence from this study also showed that students who were at and above grade level in third grade graduated and attended college at higher rates than their peers who were below grade level in third grade (Lesnick et al., 2010).

A wide variety of studies examining teacher efficacy have informed the growing research base in this area as it relates to reading achievement. Guskey (1988) found a relationship between teacher self-efficacy and the willingness of teachers to try new instructional strategies. Ashton and Webb (1986) found that teachers' levels of self-efficacy could be used to predict student levels of language arts over the school year. While Ross (1995) reports that teacher self-efficacy correlates well with student achievement in reading, language arts, and social studies. Decades of research have focused on the theory and measurement of teacher self-efficacy and the influence on student achievement (Tschannen-Moran, Hoy, and Hoy, 1998). Two main theories—1976 RAND study focusing on teachers' locus of control and Bandura's 1977 study focusing on teachers' self-beliefs about capacity to perform studies (as cited in Tschannen-

Moran, Hoy, and Hoy, 1998)—have guided the work around teacher self-efficacy but also warranted further research and clarification.

Research continues to support the idea that teacher self-efficacy is an influential factor on positive student outcomes. Studies have shown that educators with high efficacy show greater levels of planning and organization (Allinder, 1994) are more open to new ideas and are more willing to experiment with new methods to better meet the needs of their students (Berman et al., 1977) are less critical of students when they make errors (Ashton & Webb 1986) work longer with a student who is struggling (Gibson & Dembo, 1984) and are less inclined to refer a difficult student to special education (Meijer & Foster, 1988, Podell & Soodak, 1993, Soodak & Podell, 1993). Teacher self-efficacy increases the self-beliefs of students and their learning, which ultimately leads to achieving academic goals. Studies have shown that higher levels of teacher self-efficacy are associated with higher levels of student achievement (Shahzad and Naureen, 2017).

An extension of individual teacher self-efficacy, collective teacher efficacy (CTE)—“teacher beliefs about the capabilities of their faculty are systemically related to student achievement” (Goddard, Hoy, and Hoy, 2000)—has been correlated to student achievement (Bandura, 1997; Goddard, Hoy, and Hoy, 2000; Ramos, Silva, Pontes, Fernandez, and Nina, 2014). Goddard, Hoy, and Hoy (2000) correlated CTE with differences in schools in student achievement levels, both in reading and math. The effect of CTE has also shown to be a stronger link to student achievement than socioeconomic status. For example, in a literature review conducted by Ramos, Silva, Pontes, Fernandez, and Nina (2014), the authors stated that when CTE beliefs were elevated, the negative effects of sociodemographic aspects were reduced. Findings from Goddard, Hoy, and Hoy (2000) also indicated that CTE was a stronger predictor of student achievement than socioeconomic status in both math and reading in elementary schools. These findings are consistent with the earlier work of Bandura in 1993 (as cited in Goddard, Hoy, and Hoy, 2000).

Goddard, Hoy, and Hoy (2000) discussed the role of school leaders in helping teachers develop a sense of efficacy. Derrington and Angelle (2013) linked CTE to teacher leadership and documented the relationship between CTE and student achievement and school improvement efforts. Bray-Clark and Bates (2003) emphasized the importance of self-efficacy being a focused point in central professional learning frameworks in order to foster positive efficacy beliefs, improve teacher competence, and ultimately have a positive effect on student achievement. Shoulders and Krei (2017) compared the differences in rural secondary general and special education teachers’ self-efficacy in an inclusive classroom. Data from the study showed a relationship between professional learning in collaborative teaching and teachers’ perceived efficacy in student engagement. Goddard, Hoy, and Hoy (2000) reminded us that, “It is not enough to hire and retain the brightest teachers—they must also believe they can successfully meet the challenges of the task at hand.”

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Response to Intervention

Response to Intervention (RtI) is considered a primary approach to improving education outcomes by “using assessment data, to identify struggling students, modify instruction, and provide interventions matched to students’ needs on a tiered, gradually intensifying basis” (Batsche, et. al., 2005). The reauthorization of the Individuals with Disabilities in Education Act (IDEA) in 2004 permitted school districts to utilize a portion of federal special education funds to provide early intervention services to students not identified as needing special education and related services but needing additional academic or behavioral support to succeed in the general education classroom. Gersten and others (2009) concluded that readers in the early grades could improve specific reading skills in “well designed and closely monitored small group reading interventions.”

An RtI framework changes the organization of services and resources for general and special education service providers (Griffiths, et. al., 2007). Early identification and intervention permits “focus on making changes in the student’s environment by using data to implement practices that will accelerate learning” (Stepanek & Peixotto 2009) instead of looking at student deficiencies. In a U.S. Department of Education publication in 2015, Balu and others (2015) identify three key RtI practices: (a) provide multiple tiers of support differing in intensity, (b) allocate school staff to perform RtI practices, and (c) use data to make instructional and intervention decisions.

That same Department of Education study “concluded that RTI negatively affected the academic achievement of first graders, and produced no effect at all on second and third graders” (Fuchs and Fuchs 2017). Fuchs and Fuchs go on to say that “it would be inaccurate and unfair to conclude that RTI is a failure based on this evaluation” citing flawed evaluation methods and the lack of fidelity in implementation in many of the study schools.

The National Association of Special Education Teachers in LD Report #5 (undated) reports that “RTI practices are proactive, incorporating both prevention and intervention and is effective at all levels from early childhood through high school.” Vellutino and colleagues (1996) implemented a standard treatment protocol of fixed duration with small groups of children demonstrating reading difficulties as identified by teachers. “Two thirds of the tutored students demonstrated ‘good growth’ or ‘very good growth’ after one semester of first grade intervention. Roberts, et. al. (2001) concludes that “a response-based, tiered model for supporting the reading achievement of struggling and at-risk students appears to benefit participants when combined with evidence-based, efficacious reading interventions.”

1 Balu, R., Pei, Z., Doolittle, F., Schiller, E., Jenkins, J., Gersten, R., (2015). "Evaluation of response to intervention practices for elementary school reading." Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

2 Batsche, G., Elliot, J., Graden, J., Kovlaeski, J., Prasse, D., Reschly, D., Schrag, J., and Tilly, W. (2005). "Response to intervention policy considerations and implementations." Alexandria, VA: National Association of State Directors of Special Education.

3 Fuchs, D., & Fuchs, L. (2017). "RTI is getting a bad rap, say education researchers" Retrieved at news.vanderbilt.edu on April 12, 2018.

4 Gersten, R., Compton, D., Connor, C., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, D. (2009). "Assisting students struggling with reading: response to intervention and multi-tier intervention in the primary grades." Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

5 Griffiths, A., Parson, L., Burns, M., Van Der Heyden, A., Tilly, W., (2007). "Response to intervention: research for practice." Alexandria, VA.: National Association of State Directors of Special Education.

6 National Association of Special Education Teachers. (2018). "The importance of response to intervention (RTI) in the understanding, assessment, diagnosis, and teaching of students with learning disabilities." NASET LD Report #5. Washington, DC: National Association of Special Education Teachers.

7 Roberts, G., Vaughn, S., Fletcher, J., Stuebing, K., Barth, A. "Effects of a response-based, tiered framework for intervening with struggling readers in middle school." *Read Res Q.* 2013 July 1; 48(3): .doi:10.1002/rrq.47.

8 Stepanek, J., & Peixotto. (2009) "Models of response to intervention in the Northwest Region states" (Issues & Answers Report, REI 2009-No. 079). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Education Laboratory Northwest.

9 Vellutino, F., Scanlon, D., Sipay, E., Small, S., Chen, R., Pratt, A., Denckla, M. (1996). "Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability." *Journal of Educational Psychology*, 88, 601-638.

APPENDIX 6.10: PROJECT MANAGER JOB DESCRIPTION AND DUTIES

Reports to the Executive Director of Curriculum, Instruction and Innovation:

- Stewards the vision for literacy achievement within the context of CII Goals, the FCPS Strategic Plan, and the Striving Readers Grant.
- Consults, collaborates, and communicates with ACTS departments to ensure fidelity and clarity of the Project.
- Consults, collaborates, and communicates with schools regarding the Project.
- Oversees and implements the multiyear plan for scaling up the project.
- Effectively manages large, complex projects, some of which may involve third party vendors and contractors.
- Delivers literacy professional learning as appropriate.
- Coordinates the conduct of allowable and effective activities that support the achievement of grant project goals and objectives.
- Provides oversight and management of the grant budget to ensure regulatory compliance.
- Prepares reports for the Board of Education and the funding agency.
- Supports presentations to Superintendent's Cabinet, the Board of Education, and stakeholder groups as necessary.
- Represents FCPS at appropriate state meetings.
- Supervises the work of the external evaluator.
- Supervises the work of the grant secretary.

**APPENDIX 6.11: TEACHER SPECIALIST FOR INTENSIVE LITERACY
INTERVENTION JOB DESCRIPTION**

ROLE
<p>Support itinerant service delivery for identified students with low reading achievement or competency. Develop evidence-based instructional strategies. Implement supplemental and individually intensive reading intervention in a systematic and cumulative, explicit, and diagnostic manner based on valid assessment of student performance. Provide specialized multisensory instruction that teaches phonics and the structure of language to students identified with dyslexia. Monitor student progress and plan data decision cycles for evaluating the impact of evidence-based interventions. Adjust intensive academic supports for students to develop reading competencies and skills in order to succeed in college, career, and community life. Provide coaching and support to teachers, specialists, and interventionists on the development and implementation of school-wide tiered intervention system of supports.</p>
ESSENTIAL FUNCTIONS
<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Develop and implement lesson plans that fulfill the requirements of FCPS's core instructional program and intervention program and show written evidence of preparation as required. • Prepare lessons that reflect accommodations for differences in student learning styles. • Present subject matter according to guidelines established by Maryland State Department of Education, FCPS policies and regulations. • Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned. • Plan instructional activities based on student assessment. • Work cooperatively with general education teachers, literacy specialists, and interventionists to accommodate curricula as needed for students identified with characteristics of dyslexia according to guidelines established in 504 Plans and/or Individualized Educational Plan. • Use technology to strengthen the teaching/learning process. <p>Student Growth and Development</p> <ul style="list-style-type: none"> • Help students analyze and improve study methods and habits. • Conduct ongoing assessment of student achievement through formal and informal testing. • Be a positive role model for students, support mission of school district. <p>Classroom Management and Organization</p> <ul style="list-style-type: none"> • Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students. • Manage student behavior in accordance with FCPS student code of conduct and responsibilities.

- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Assist in selection of books, equipment, and other instructional materials.

Communication

- Establish and maintain open communication by conducting conferences with parents, students, principals, core literacy teams, and teachers.
- Maintain a professional relationship with colleagues, students, parents, and community members.
- Use effective written and verbal communication skills to present information accurately and clearly.

Professional Growth and Development

Leads and facilitates professional development for Intervention Programs PK-12 specifically for students with a need for more intensive reading intervention.

- Update, communicate, and deliver annual professional development plan for intervention staff in collaboration with other key central staff.
- Schedule and plan professional learning opportunities and coordinates key communications and messages from System Accountability and School Improvement (SASI), Curriculum, Instruction, and Innovation (CII), Accelerating Achievement and Equity (AAE), and School Administration and Leadership (SAL) staff related to intervention.
- Participate in professional learning opportunities to improve job-related skills and content knowledge.
- Keep informed of and comply with Maryland, FCPS and school regulations and policies.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required.
- Work collaboratively with Teacher Specialist for Intervention and school based intervention teachers.

REQUIRED QUALIFICATIONS

Bachelor's degree from accredited university.
 Licensed Dyslexia Therapist equivalent to a Certified Academic Language Therapist or successfully enrolled in the program to become a certified therapist.
 Valid Maryland teaching certificate with required endorsements or required training for subject and level assigned.
 Demonstrated competency in reading instruction.
 Knowledge of the reading process.
 Knowledge of dyslexia and related disorders.
 Knowledge of dyslexia assessments, the meaning of the evaluations and identification,
 Ability to instruct students and manage their behavior.
 Strong organizational, communication, and interpersonal skills.

PREFERRED QUALIFICATIONS

At least one-year student teaching or approved internship in the area.
 Multisensory Language Therapy training.

Appendix 6.12: The General Education Provisions Act (GEPA), Section 427

To facilitate equitable access and participation in all of its programs, the Frederick County Board of Education has in place Policy 309, which prohibits discrimination based on race, religion, color, national origin, age, disability or gender. Furthermore, the Board is committed to maintaining an environment that is free from such conduct. This policy applies to conduct on and off school premises including sporting events and other extra-curricular activities under the auspices of the Board of Education.