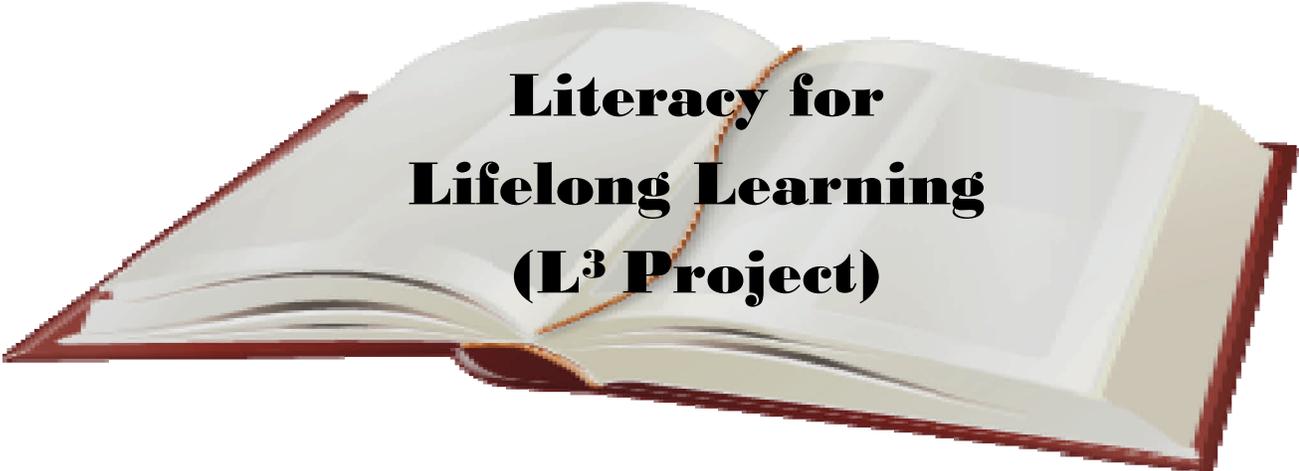




***Washoe County School District***

***Every Child, By Name And Face, To Graduation***



**Literacy for  
Lifelong Learning  
(L<sup>3</sup> Project)**

**Washoe County School District  
Striving Readers Comprehensive  
Literacy Grant Application 2012  
March 12, 2012**

**Heath E. Morrison, Ph.D.  
Superintendent**

**425 E. 9th Street, Reno, NV 89512**

**Cover Sheet**  
**APPLICATION FOR SUBGRANT UNDER**  
**CFDA 84.371C**  
**Striving Readers Comprehensive Literacy Grant**

Return to:  
 Colin Usher, Striving Readers Program Manager  
 Office of Assessment, Program Accountability, and curriculum  
 Attn: Christy Borino  
 Nevada Department of Education  
 700 East Fifth Street, Suite 108  
 Carson City, NV 89701

**SECTION I**

**1. DISTRICT NAME AND MAILING ADDRESS**

Washoe County School District  
 P.O. Box 30425  
 Reno, NV 89520-3425

**2. AUTHORIZED CONTACT PERSON:**

Name: Kristen McNeill  
 Title: Chief Strategies Officer  
 Phone and Extension: (775) 348-0398  
 Fax Number: (775) 333-5012  
 E-mail Address: kmcneill@washoeschools.net

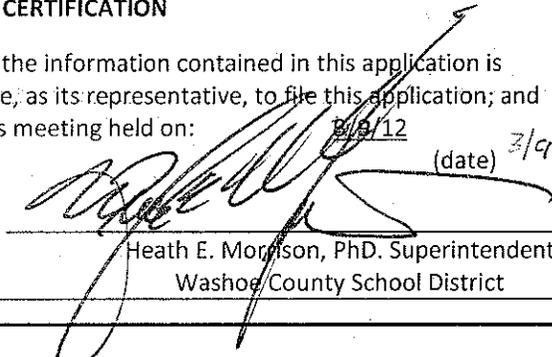
Total Funds Requested: \$5,112,334.00  
  
 2012 (4/1/12 to 9/30/12): \$2,054,267.00  
 2013 (10/1/12 to 6/30/13): \$3,058,067.00  
  
 Total: \$5,112,334.00

**4. Project Starting Date: 4/1/2012**  
  
**Project Ending Date: 6/30/2016**

**5. CERTIFICATION**

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on: 8/8/12 (date) 3/9/12

**6. Signature**



Heath E. Morrison, PhD. Superintendent  
 Washoe County School District

**STATE DEPARTMENT USE ONLY**

Date Received:	Approved:
Initial Grant Award Issued: _____	Amount: \$ _____



# Washoe County School District Striving Readers Grant Application Literacy for Lifelong Learning (L<sup>3</sup>) Project

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## NEEDS ASSESSMENT

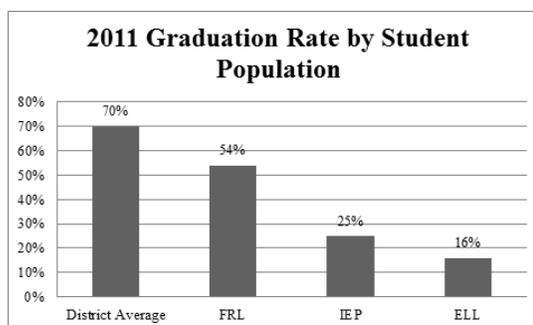
In the last two years, Washoe County School District (WCSD) has made impressive strides in measures of student achievement. *However, these gains are neither sufficient nor equally dispersed among the student population.*

While the graduation rate has increased from 56% to **70%**, University of Nevada, Reno (UNR) student data reveal **42% of WCSD students attending UNR in fall 2011 required remedial coursework** (WCSD Data Summit, 2011). This is a strong indication that many WCSD students do not have the skills necessary to be nationally competitive for jobs and post-secondary education.

Criterion Referenced Test (CRT) scores have increased during the past two years, with 87% of WCSD schools demonstrating gains from 2010-11. In both math and reading, WCSD outperformed the state at all school levels on the CRT (nevadareportcard.com), yet a further look into these data also **show some student subpopulations perform well below WCSD averages, indicating WCSD has significant gaps in achievement between disadvantaged and non-disadvantaged students.**

**Consider these facts that demonstrate grave deficiencies in students' academic outcomes throughout the Kindergarten to graduation pathway:**

- **Kindergarten:** Almost half of Kindergartners (47%) scored below proficiency on the 2010-11 Developmental Reading Assessment (DRA) (WCSD Data Summit, 2011);
- **3<sup>rd</sup> Grade:** Less than half of English Language Learners (ELL), Special Education (IEP), Low Socioeconomic Economic Status (SES), as measured by qualifying for Free and Reduced Lunch (FRL) students are proficient in reading by 3<sup>rd</sup> grade (WCSD Data Summit 2011);
- **5<sup>th</sup> Grade:** More than half of all WCSD 5<sup>th</sup> grade students (55%) were non-proficient on the standardized writing exam last year (WCSD Data Summit, 2011);
- **8<sup>th</sup> Grade:** Only 3% of ELL students read at a proficient level in the 8<sup>th</sup> grade ([www.nevadareportcard.com](http://www.nevadareportcard.com));



- **9<sup>th</sup> Grade:** By 9<sup>th</sup> grade, 32% of FRL (Free and Reduced Lunch, an indicator of low-SES) students (compared to 21% District-wide) were credit deficient, placing them at significant risk to drop-out (WCSD Data Summit 2011);

- **Graduation:** Graduation rates show that ELL, IEP and FRL students are at least

20 percentage points behind the District average (Figure 1; WCSD Data Summit, 2011).

Furthermore, **almost 42% of WCSD schools are designated as “In Need of Improvement” for AYP (Adequate Yearly Progress)**. Substantial changes to increase the rigor and content of the reading portion of the CRT between 2010 and 2011 resulted in more than a **19% drop in 8<sup>th</sup> grade reading proficiency**. In the midst of these alarming statistics, WCSD also faces an estimated \$40 million budget shortfall for the next fiscal year, with estimates that additional cuts in school year 2013-2014 could be in excess of \$80 million (State of Education Address, 2012). These deep budget cuts will significantly impact WCSD’s ability to provide the instruction and support needed to ensure all students have equal opportunity to reach their highest academic potential.

WCSD has developed a comprehensive Birth-12<sup>th</sup> grade literacy plan to dramatically improve literacy development in alignment with the *Nevada State Literacy Plan*, the *Nevada Striving Readers Comprehensive Plan*, and WCSD’s own Strategic Plan, *Envision WCSD 2015 - Investing in Our Future*. The **Literacy for Lifelong Learning (L<sup>3</sup>) Project** proposed here will address the **four most critical needs** in the WCSD:

### **Need 1: Professional Development around Common Core State Standards**

In recognition of the need for **more rigorous college- and career-readiness standards** in grades PreK-12, WCSD has embarked on a three-year effort to systematically train all PreK-12<sup>th</sup> grade teachers in the Common Core State Standards (CCSS) and 21<sup>st</sup> century technology. Curriculum and pedagogical alignment with the CCSS will empower students with the knowledge and mastery of skills needed to be **college and career ready**. This comprehensive professional development must include practical resources and tools for implementation to ensure teachers have the support needed to integrate the more rigorous curriculum and teaching practices into their classroom. **This comprehensive professional development requires significant time, energy, and on- and off-site training in order to be successful. At present, teachers are not prepared to make this shift without an extensive investment in professional development**, school-based support, and infrastructure expansion (Gewertz, 2012). Teachers will need subject-area expertise well beyond basic content knowledge and pedagogy to create dynamic, engaging, high-level learning experiences for students (Hirsh, 2010).

### **Need 2: Integrated Technology in the Classroom**

High school students must graduate college/career ready and be prepared for the 21<sup>st</sup> century global work force. It is imperative students are able to demonstrate the necessary 21<sup>st</sup> Century Skills: **Interactive communication, critical and creative thinking, problem-solving, collaboration, data analysis, scientific inquiry, and technology literacy**. Today’s students are up to the challenge; the digital world already reaches every aspect of students’ lives (Boss & Kruass, 2007). According to a recent nationwide university study of 29,000 students, 99% of all college freshmen own a computer and use technology as an academic tool and to interact socially (Katz, 2006). However, **teachers are not as well versed in the use of technology as their students**. Teachers must learn new ways to instruct students so students find learning relevant to the world in which they will live. Teachers must shift from instructors of learning to facilitators of learning, assisting our students in focusing on learning objectives and on guiding the



unraveling and exploration of complex issues. Teachers know about these technology tools and believe they are effective... and yet teachers don't use them (Rotherham & Willingham, 2009).

Preparing today's high school students with these skills is a challenge for most K-12 educators. WCSD recognizes the importance of integrating **technology as a tool for instruction** and **student engagement**. The District has made a concerted effort to more fully integrate technology into the classroom to increase student engagement and provide students with the technology skillset required to compete in a global market. When used appropriately, technology can significantly improve *student retention*, *student engagement*, and *academic performance* (Haystead & Marzano, 2010). Professional development can have a significant impact on teachers' confidence to more effectively use technology in their classroom (Wexford Institute, 2011). **Without this professional development, many WCSD teachers do not have sufficient efficacy to integrate new technologies into the classroom, nor the support required to make new technologies functional and effective** (Wexford Institute, 2011).

WCSD also plans to utilize current technologies to deliver teacher professional development. Online professional development has tremendous potential to expand access to professional development, enhance learning for educators, and produce significant results for educators and their students. Principals will need to champion professional learning in their buildings and support the teachers who coach and support each other (Killion, 2011).

### **Need 3: Differentiated Instruction**

Among WCSD's disadvantaged student populations and despite overall achievement gains across WCSD, there remains **significant gaps in reading proficiency, college and career readiness, credit attainment, literacy development and achievement**. Table A demonstrates the alarming numbers of WCSD's disadvantaged populations who are non-proficient in reading and credit deficient in high school:

**Table A: Achievement Gaps between WCSD Disadvantaged and Non-Disadvantaged Populations**

	Size of Student Populations	% Non-Proficient Reading (CRT) (Grade 3-8)	% Credit Deficient (Grades 10-12)
<b>Total Students</b>	<b>62,324</b>	<b>39%</b>	<b>12%</b>
Free and Reduced Lunch	27,720 (45%)	53%	32%
English Language Learners	10,831 (17%)	69%	48%
Students with IEP	8,125 (17%)	78%	28%

*From WCSD Data Summit, 2011*

Both national and District research further illustrate the pressing need to serve disadvantaged students who are at significant risk of poor academic outcomes:

1. **Children in Transition (Homeless):** Almost 1,500 WCSD students were homeless at some point during SY 2010-2011. Homeless/Highly Mobile students have significantly lower levels of achievement than other low-SES, non-mobile students

- (Obradović et al., 2009). Almost 58% of WCSD students who are homeless scored at a non-proficient reading level on the CRT in 2011 (compare with 39% in the District overall).
- 2. English Language Learners (ELL):** Only 3% of Limited English Proficiency or ELL students read at a proficient level in the 8<sup>th</sup> grade ([www.nevadareportcard.com](http://www.nevadareportcard.com)). Approximately 47% of WCSD's schools have not met their Annual Measurable Achievement Objectives as measured by the English Language Proficiency Assessment (ELPA). Reading difficulties are the primary reason many ELL students are referred for special education services (U.S. Department of Education, 2003). Because young learners of English are simultaneously developing cognitively and acquiring English as they progress throughout the elementary grade levels, language-based tasks must be designed to provide appropriate intellectual and cognitive challenge (Gibbons, 2006).
  - 3. Free and Reduced Lunch (FRL):** Less than half of all students 3<sup>rd</sup> – 8<sup>th</sup> grade who qualify for FRL read at a proficient level in SY 2010-11. Reading skill deficits appear to compound over time so 76% of 6<sup>th</sup> graders who qualified for FRL did not read at a proficient level in SY 2010-11. By 9<sup>th</sup> grade, 32% of FRL students (compared to 21% District-wide) were credit deficient, placing them at significant risk to drop-out (WCSD Data Summit, 2011).
  - 4. Gifted and Talented (GT):** Research indicates the education system does not adequately meet the needs of gifted students (Archambault, et al., 1993; Gentry, Gable, & Springer, 2000). A lack of challenge is the most commonly identified cause for classroom boredom among high achieving students, which may lead to underachievement (e.g., Gentry, Gable & Springer, 2000). The National Research Center on the Gifted and Talented longitudinal study results are sobering for our brightest children: a) many gifted students who dropped out of school were from low SES families and racial minority groups; b) gifted students who dropped out of school had parents with low levels of education; c) gifted students who dropped out of school had used marijuana more than gifted students who completed school; and d) dropout behavior for gifted students was significantly related to students' educational aspirations, pregnancy or child-rearing, gender, father's highest level of education, and mother's highest level of education (Reis, 2008; Renzulli & Park, 2002).
  - 5. Special Education (SpEd):** More than 75% of students with Individualized Education Plans (IEP) could not read at a proficient level in grades 6<sup>th</sup> – 8<sup>th</sup> ([www.nevadareportcard.com](http://www.nevadareportcard.com)). Only 25% of students with an IEP graduate high school within four years. Data suggests that low-income, minority, and English-language learner (ELL) populations are disproportionately referred to Special Education due to a lack of systematic screening and monitoring processes (Buffum, Mattos, & Weber, 2009).

6. **Teen parents and their children:** Nevada has the 8<sup>th</sup> highest proportion of teenage mothers in the United States, and 92 out of every 1,000 adolescent females (15-19) has a child (Kids Count, 2010). Estimates indicate that teen mothers are significantly less likely to graduate than their non-parent student counterparts (Hofferth, Reid, & Mott, 2001; Levine & Painter, 2003). Even accounting for socioeconomic and family disadvantage, children of teen mothers are more likely to have less educational attainment, life satisfaction, and personal income than children born to non-teen mothers (Lipman, Georgiades, & Boyle, 2011).

**Proper identification of disadvantaged students who may be underachieving is a key component in closing these persistent achievement gaps.** The use of universal screening assessments, in-depth diagnostics, and regular student monitoring of progress allows these students to receive interventions and enrichments specific to their unique learning needs. Teachers will need greater data literacy as educators shift from current accountability systems to more granular ways of assessing student learning (Hirsh, 2010). Unfortunately in WCSD, there is wide variation in the quality and frequency with which universal screening processes are used to identify students who require interventions or enrichments. The following are results from a self-report survey data collected in spring 2011 from 54 WCSD schools who have adopted the Multi-Tiered System of Support (MTSS) framework – which is used to identify students for all types of differentiated instruction (Department of Accountability, 2011).

- **31% of schools** indicated they do not have a fully-implemented, efficient and effective school-wide data collection system, and
- **31% of schools** indicated they do not use data and data tools to drive their instructional decision-making.

These data indicate a significant and pressing need to develop and implement systematic processes, protocols, structures, and professional development in data literacy and data-based decision-making to ensure students are properly identified, supported, and monitored over time.

#### **Need 4: Literacy Support for Families**

Developmental Reading Assessment (DRA2) data highlights the achievement gaps between disadvantaged and non-disadvantaged populations among WCSD’s youngest learners (see Table B; WCSD Data Summit, 2011). Low-SES (FRL) families have been found to read to their preschool children less frequently than higher SES families (Aikens & Barbarin, 2008; Coley,

**Table B. Kindergarten Developmental Reading Assessment Performance by Sub-Population (% non-proficient)**

District	FRL	IEP	LEP
47%	55%	90%	63%

2002; Whitehurst, Arnold, et al., 1994). These findings are particularly **evident among children born to teen mothers**, with data indicating they are at elevated risk for lower cognitive and verbal attainment (Dubow & Luster, 1990; Moore & Snyder, 1991), especially when teen mothers’ own verbal skills are poor (Oxford, Spieker, 2006). Many low-SES parents may not be able to afford the books, resources, and other materials needed to support a positive literacy environment.



Parental involvement in a child’s education has been shown to promote positive academic outcomes for children (Delgado-Gaitán 2004; Sheldon & Epstein, 2005); however, parents face a number of culture, language, and financial barriers to engaging in their child’s learning. For example, without intervention and support, many ELLs enter school academically and socially behind their English-speaking peers (Hammer, Jia, & Uchikoshi, 2011). To combat these persistent achievement gaps between ELL and non-ELL students and high and low SES students, it is critical to provide effective assessment and support services from birth to high school graduation, including services to promote intergenerational family learning.

Table C on the next page documents the needs and consequences for not addressing these four most critical areas: **Professional development, integration of technology, differentiated instruction, and literacy support for families**, and WCSD’s plans to address the barriers to literacy development and achievement through Striving Reader (SR) grant funding.

<b>Table C. Needs Assessment</b>		
<b>Problem/Contributing Factors</b>	<b>Consequences of not dealing with problem</b>	<b>How L<sup>3</sup> project addresses SR goals and aligns to NSLP</b>
Student achievement in literacy across content areas is low in targeted subpopulations.	<ul style="list-style-type: none"> <li>Students may not receive the interventions/enrichment activities needed to improve their achievement in literacy.</li> </ul>	SR Goal 1 NSLP Elements 1, 2, 5, 6
PreK-12 <sup>th</sup> grade teacher professional development is needed to address: 1) Shared understanding of appropriate language, literacy development and instruction; 2) Content knowledge aligned to common core literacy standards; 3) Six ELA Instructional Shifts necessary to achieve Common Core State Standards (CCSS) outcomes; 4) WIDA (World Class Instructional Design and Assessment) to ensure common core is equitably applied and accessible to all ELLs.	<ul style="list-style-type: none"> <li>Lack of common language around literacy development and instruction may result in learning lapses as students' transition between grade levels.</li> <li>Professional development may be fractured and may not meet the needs of teachers.</li> <li>Assessment, curriculum and instruction are not fully aligned.</li> <li>The adoption of WIDA to interpret and apply common core for ELLs will not be effective unless professional development around the Six ELA Instructional Shifts are implemented.</li> </ul>	SR Goal 1 NSLP Elements 1, 2, 5, 6
Fidelity/implementation of assessments to identify/monitor students varies widely between teachers and schools. Inconsistent process for examining student data; inconsistent access to student data.	<ul style="list-style-type: none"> <li>Lack or inconsistent use of evidence-based assessments and standardization may cause inaccuracies in identification of students in need of interventions or enrichments.</li> </ul>	SR Goals 1, 2, 3 NSLP Elements 1, 2, 3, 5, 6
Inconsistent use of highly effective literacy interventions/enrichment strategies and programs for children PreK-12 <sup>th</sup> grade.	<ul style="list-style-type: none"> <li>Student literacy interventions may not be effective if not carried out with fidelity. Low achieving students may drop out if they are unable to become literate. High achieving students may lose interest in their education if they are not challenged or allowed to grow academically at an accelerated rate.</li> </ul>	SR Goals 2, 3 NSLP Elements 1, 2, 3, 5, 6
Inadequate technology for teacher and student use at some schools to enhance literacy instruction. Lack of teacher professional development in technology literacy.	<ul style="list-style-type: none"> <li>Lack of technology in the classroom may hinder student achievement and engagement.</li> <li>Teachers may not have understanding on how to effectively use technology as an instructional tool to teach literacy concepts.</li> </ul>	SR Goals 1, 2 NSLP Elements 1, 2, 5, 6
Lack of training for parents of children birth-12 <sup>th</sup> grade in understanding their child's development and how they can provide support to enhance a child's literacy growth.	<ul style="list-style-type: none"> <li>Students enter elementary school with wide ranges of literacy development.</li> <li>Parents are unaware of how to help their child improve and achieve literacy birth-12<sup>th</sup> grade.</li> </ul>	SR Goals 1, 2, 3 NSLP Elements 1, 2, 5, 6

## PROJECT ABSTRACT

The Washoe County School District's **Literacy for Lifelong Learning (L<sup>3</sup>)** for the Striving Reader's initiative is a comprehensive approach to addressing student literacy achievement for students *at risk for academic failure* and *students who are progressing ahead of their peers*. Targeted student groups include: **Children in Transition** – Homeless (CIT), **English Language Learners (ELL)**, **Free and Reduced Lunch (FRL)**, **Gifted and Talented (GT)**, **Special Education (SpEd)**, and **Teen Parents**. The **four goals** of the Nevada Striving Readers Comprehensive Literacy grant are also the goals for the **L<sup>3</sup> Project** and address all Absolute Priorities and Competitive Preference Priorities:

- *Absolute Priority 1: Improving Learning Outcomes* is addressed through PreK-12<sup>th</sup> grade teacher and administrator professional development by ensuring appropriate and common language of the literacy P-12 pathway is in place and aligns with **Common Core State Standards (CCSS)**, the **Six ELA Instructional Shifts**, the **World-Class Instructional Design and Assessment (WIDA)**, **NV PreK Standards**, and the **P-3 Initiative**. A robust system is in place to provide student interventions and enrichment strategies so all students are able to make gains in literacy achievement.
- *Absolute Priority 2: Enabling More Data-Based Decision-Making (DBDM)* is addressed in the establishment of **WCSD LEA, School, and Partner DBDM Literacy Teams**. Students will be identified through the use of approved screening assessments and/or in-depth diagnostic assessments for services. Using a **standardized process to examine and discuss data**, all DBDM Literacy Teams will be able to make recommendations for student achievement.
- *Absolute Priority 3: Effective Use of Technology* will enable a more effective delivery of professional development and improve communication among all PreK -12<sup>th</sup> grade teachers and administrators by using **Moodle to share information. Student intervention and enrichment programs will use technology** to enhance effective intervention/enrichment strategies and *increase student engagement*. Technology will also be used to support family literacy programs, Birth-12<sup>th</sup> grade.
- *Competitive Preference Priority 1: Family Literacy Programs* are addressed by **providing Birth-12<sup>th</sup> grade family literacy supports** through a parenting newsletter, one-to-one interactions with families, and literacy classes for parents, as well as bilingual written, video and podcast materials for families to learn how to provide a literacy-rich home environment.
- *Competitive Preference Priority 2: Inclusion of Non-Title I Funded Schools* is addressed by serving **four Vertical Teams** which include **18 non-Title I schools, seven of which are Title I-eligible but not funded, and 11 Title I funded schools**.

L<sup>3</sup> project partners include: **Nevada PreK, University of Nevada, Reno College of Education, Northwest Regional Professional Development Program, and Student Achievement Partners** who will assist with development and/or delivery of PreK-12<sup>th</sup> grade teacher/administrator professional development. In addition, the **University of Nevada Cooperative Extension** and **Washoe County Library System** will assist the L<sup>3</sup> Project with Birth-12<sup>th</sup> grade family literacy strategies.

The L<sup>3</sup> Project aligns with the **Nevada State Literacy Plan's Six Elements** and the beliefs that: 1) All students need systematic ongoing literacy instruction; 2) All teachers, staff and administrators share the responsibility for developing children's literacy; and 3) All teachers and administrators need ongoing professional development to improve literacy instruction.

## PROJECT NARRATIVE

### Washoe County School District Project Design Overview:

The WCSD **Office of Academics** will oversee the implementation of the WCSD Striving Readers (SR) **Literacy for Lifelong Learning (L<sup>3</sup>) Project** and will coordinate services within its departments as well as four other Offices (See Organization Chart in Appendix):

1. **Office of Academics:** Responsible for Assessment, Curriculum & Instruction (C&I), Professional Development, and Regional Professional Development Program;
2. **Office of Student Support Services:** Responsible for English as a Second Language (ESL), Gifted and Talented Education (GT), Library Services, Special Education (SpEd);
3. **Office of State and Federal Programs:** Responsible for State and Federal Programs (Grants), Child and Family Services, Title I, and 21<sup>st</sup> Century Community Learning Centers;
4. **Office of School Accountability:** Responsible for Accountability, Family-School Partnerships, and School Performance;
5. **Office of Information Technology:** Responsible for Technology Support and Education Technology.

**L<sup>3</sup> Staff:** Across all four budget categories, the following key personnel (SR grant funded) will provide seamless services and continuity to the **L<sup>3</sup> Project**:

- The **L<sup>3</sup> Project Director** will report directly to the Chief Academic Officer and will oversee the implementation of all **L<sup>3</sup> Project** grant strategies and programs;
- An **Administrative Assistant II** will provide clerical and budget support;
- A **Data Analyst** will collect data and complete analysis to be used by the WCSD LEA, School, and Partner Data Based Decision Making (DBDM) Literacy Teams and outside evaluator;
- An **Educational Technology Specialist (Ed Tech)** will support the use of teacher/principal online learning and classroom technology providing technical assistance and professional development to teachers and principals.

Under each budget category, there will be key positions (SR grant funded) to carry out the day-to-day activities:

- **Training Coordinators** at each of the PreK, Elementary, Middle, and High school levels will work with C&I and Professional Development to develop and deliver teacher professional development;
- **Literacy Implementation Specialists** at each of the PreK, Elementary, Middle, and High school levels will work directly with teachers to provide coaching and modeling of best practices in literacy strategies across core content;
- **ELL Literacy Implementation Specialists** at the Elementary and Middle/High school levels will work directly with teachers to provide coaching and modeling of best practices in literacy strategies across core content when working with ELL students;
- **Family Literacy Specialists** (bilingual) at the PreK and Elementary levels will work with teachers and Parent Involvement Facilitators (PIFs) to build capacity in assisting families to build literacy foundations at home and with the CIT (homeless) population.

- **Read 180/System 44 Teachers** will serve Middle and High schools to maintain program fidelity and intended structure of program in the classroom setting;
- **PreK Mentor Teacher, Early Childhood Specialist, and Parent Education Trainer** will serve Birth-PreK.

An **outside evaluator** will be used to assist in the monitoring and evaluation of the goals, objectives, and project outcomes set forth in this **L<sup>3</sup> Project** and also the SRCL evaluation rubric established by the Nevada Department of Education.

Professional development partners, **University of Nevada Reno (UNR) College of Education, Northwest Regional Professional Development Program (NW RPDP), and Student Achievement Partners (SAP)**, will assist C&I and Professional Development with the creation and delivery of the **L<sup>3</sup> PreK-12<sup>th</sup> grade teacher professional development**. **University of Nevada Cooperative Extension (UNCE)** will provide targeted services for Birth-3 years and family literacy supports across Birth-12<sup>th</sup> grade. **Washoe County Library System (WC Libraries)** will provide venues and trainers for Birth-12<sup>th</sup> family literacy classes supported under WCSD Parent University. A variety of research-based programs will be used to provide the best assessments, intervention, and enrichment opportunities for students including: **College Board, Development Studies Center, Houghton Mifflin, McGraw Hill, Pearson, and Scholastics**.

#### **Absolute Priorities/Competitive Preferences:**

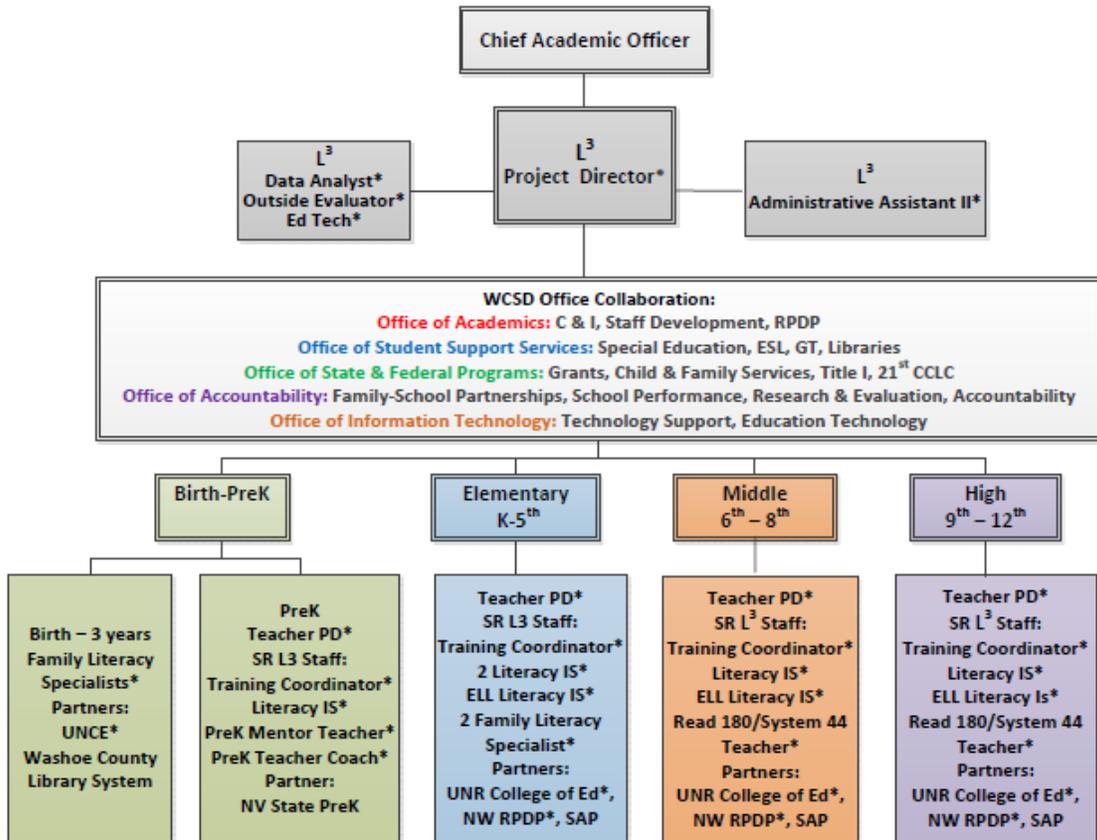
- *Absolute Priority 1: Improving Learning Outcomes* is addressed through a comprehensive PreK-12<sup>th</sup> grade teacher professional development plan and student intervention/enrichment strategies.
- *Absolute Priority 2: Enabling More Data-Based Decision-Making* is addressed in the establishment of WCSD LEA, School, and Partner DBDM Literacy Teams and will include support for these teams to analyze student data and use the analysis to inform instructional decisions.
- *Absolute Priority 3: Effective Use of Technology* will enable more effective delivery of professional development and improve communication among all PreK-12<sup>th</sup> grade teachers and administrators by using Moodle to share information (<http://moodle.washoeschools.net/>). Student interventions and enrichments will use technology to enhance effective intervention/enrichment strategies and increase student engagement. Technology will also be used to support family literacy Birth-12<sup>th</sup> grade and the ELL subpopulation.
- *Competitive Priority 1: Family Literacy Programs* is addressed with family literacy supports through literacy classes, and bilingual, written, podcast, and video materials explaining how families can provide a literacy-rich home environment for their child Birth-12<sup>th</sup> grade.
- *Competitive Priority 2: Inclusion of Non-Title I Funded Schools* is addressed by serving four Vertical Teams which include **29 schools: 18 non-Title I funded schools** of which **seven are Title I eligible but are not funded** (Dodson, Donner Springs, Hidden Valley, Diedrichsen, Juniper, Dunn, and Pine) and **11 Title I funded schools**. The target schools are a vertical strand from each of the WCSD's four Zones which is representative of the targeted student populations for this grant: **CIT, ELL, FRL, IEP, GT, SpEd, and Teen Parents**. For clarification purposes, each vertical strand will be referenced by the name of the high school (i.e. Wooster Vertical). **Each vertical strand has one high, one middle, and five to six elementary schools**. This alignment will ensure continuity of instruction for students, teacher professional development, and student interventions/enrichments. Each middle

school feeds to the designated high school (in most cases 100%). Likewise, the majority of the students in the selected elementary schools feed to the designated middle and high school. Table 1 below lists the L<sup>3</sup> Vertical Teams, and illustrated on the Organization Chart.

Table 1: L <sup>3</sup> Project Vertical Teams Selected for Striving Readers Grant Services			
Year 1 - SY 4/12-9/12 Year 2 - SY 2012-2013	Year 3 - SY 2013-2014	Year 4 - SY 2014-2015	Year 5 – SY 2015-2016
<b>Wooster Vertical</b>	<b>Hug Vertical</b>	<b>Reed Vertical</b>	<b>Galena Vertical</b>
Wooster HS	Hug HS (Title I)	Reed HS	Galena HS
Vaughn MS (Title I)	Traner MS (Title I)	Mendive MS	Pine MS*
Booth ES (Title I)	Allen ES (Title I)	Beasley ES	Hunsberger ES
Corbett ES (Title I)	Bennett ES (Title I)	Diedrichsen ES*	Huffaker ES
Dodson ES*	Cannan ES (Title I)	Juniper ES*	Smithridge ES (Title I)
Donner Springs ES*	Mathews ES (Title I)	Moss ES	Lenz ES
Hidden Valley ES*	Sierra Vista ES (Title I)	Whitehead ES	Beck ES
		Dunn ES*	

\*Title-I eligible but not funded. **29 Schools Total:** 11 Title I funded schools; 18 non-funded Title I schools; 4 high, 4 middle, and 21 elementary schools.

**Washoe County School District  
Striving Readers Grant - Literacy For Lifelong Learning L<sup>3</sup> Organization Chart**



\* Funded by Striving Readers L<sup>3</sup> Grant

**Goal 1.** Through high-quality, job-embedded professional development, teachers will understand and apply elements of effective literacy instruction and intentional use of instructional materials that are aligned to the Common Core State Standards (CCSS) so every student knows how to use reading, writing, listening, viewing, speaking, presenting, and critical thinking skills from birth through grade 12. (*Absolute Priority 1: Improving Learning Outcomes, Absolute Priority 3: Effective Use of Technology, Competitive Preference Priority 2: Inclusion of Non-Title I Funded Schools*)

<u>Objectives</u>	<u>Milestones/Outcomes</u>	<u>Measurements</u>
<p>1.a. Student literacy achievement along the PreK-12<sup>th</sup> grade pathway will improve for all identified subpopulations.</p> <p>Aligns with: NSLP Elements 1, 2, 5, 6</p>	<ul style="list-style-type: none"> <li>• Students from schools targeted for L<sup>3</sup> programming will demonstrate significantly higher gains in performance and growth on appropriate literacy assessments compared to a random sample of students from schools not targeted for L<sup>3</sup> programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of age-appropriate literacy assessments including: <ul style="list-style-type: none"> <li>• <b>PreK:</b> Concepts of Print, Book Handling, Letter Identification, Expressive One-Word Inventory, PPVT-IV, Pre-LAS</li> <li>• <b>K:</b> Portfolio includes DRA2, letter identification, sound-symbol identification, high frequency word reading and vocabulary, hearing and recording sounds and words, concepts of print, rhyming, Student Oral Proficiency Assessment (SOPA);</li> <li>• <b>1<sup>st</sup> – 2<sup>nd</sup>:</b> DRA2, SOPA, QSI;</li> <li>• <b>3<sup>rd</sup>:</b> DRA2, CRT, MAP SOPA, QSI;</li> <li>• <b>4<sup>th</sup>-8<sup>th</sup>:</b> CRT, MAP, SOPA, QSI;</li> <li>• <b>6<sup>th</sup>-8<sup>th</sup>:</b> ELLs Writing Rubric, Common ELL Finals, CRTs, MAP</li> <li>• <b>9<sup>th</sup>-12<sup>th</sup>:</b> MAP, HSPE, AP /IB exams, QSI, ELL Writing Rubric, Common ELL Finals, Grad Rates.</li> </ul> </li> </ul>
<p>1.b. All PreK-12<sup>th</sup> grade teachers will have a shared understanding of appropriate language and literacy development and instruction.</p> <p>Aligns with: NSLP Elements 1, 2, 5, 6</p>	<ul style="list-style-type: none"> <li>• Ensure appropriate and common language of the literacy PreK-12 pathway is in place and aligns with CCSS, World-Class Instructional Design and Assessment (WIDA) and NV PreK Standards.</li> <li>• Moodle technology used as a delivery method for teacher professional development.</li> <li>• Schools will have shared and common understanding of appropriate language and literacy development instruction during Wednesday PLC meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant components of the Teacher Evaluation Rubric (framework for effective teaching), esp. Standard 1, Component 1a-c, and Standard 3, Components 3a-c and e).</li> </ul>
<p>1.c. All PreK-12<sup>th</sup> grade teachers will have strong content knowledge directly aligned to CCSS, WIDA and NV PreK Standards.</p> <p>Aligns with: NSLP Elements 1, 2, 5, 6</p>	<ul style="list-style-type: none"> <li>• Teachers will demonstrate gains in their knowledge of the important Common Core concepts, Six LEA Instructional Shifts, and how these relate to one another and other disciplines as measured by teacher evaluations and classroom observations.</li> <li>• Teachers will demonstrate gains in their ability to integrate content aligned with</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation data, esp. Standard 1, Component 1a</li> <li>• Analysis of teacher artifacts (e.g. lesson plans, unit exams), to measure alignment of assessments and classroom materials and resources with CCSS, WIDA, NV PreK Standards-aligned content</li> <li>• Analysis of student work (unit</li> </ul>

**Goal 1.** Through high-quality, job-embedded professional development, teachers will understand and apply elements of effective literacy instruction and intentional use of instructional materials that are aligned to the Common Core State Standards (CCSS) so every student knows how to use reading, writing, listening, viewing, speaking, presenting, and critical thinking skills from birth through grade 12. (*Absolute Priority 1: Improving Learning Outcomes, Absolute Priority 3: Effective Use of Technology, Competitive Preference Priority 2: Inclusion of Non-Title I Funded Schools*)

<u>Objectives</u>	<u>Milestones/Outcomes</u>	<u>Measurements</u>
	<p>Common Core literacy standards into their lesson plans and practices.</p> <ul style="list-style-type: none"> <li>• Schools will have lesson plans around the alignment of literacy curriculum with CCSS in their Wednesday PLC meetings.</li> <li>• Literacy Implementation Specialists will provide coaching and lesson modeling on curriculum content aligned to CCSS as it relates to literacy.</li> <li>• ELL Coaches and staff will provide coaching and modeling on ELL curriculum content aligned to CCSS and WIDA as it relates to language development.</li> </ul>	<p>tests, writing samples) to measure student understanding of CCSS, WIDA, NV PreK Standards-aligned content</p> <ul style="list-style-type: none"> <li>• MAP, CBM, SOPA, QSI, and other common assessment data</li> <li>• Student growth and proficiency on the CRT and ELPA, and DRA2.</li> </ul>
<p>1.d. All PreK-12<sup>th</sup> grade teachers will be competent in the Six ELA Instructional Shifts necessary to achieve CCSS outcomes.</p> <p>Aligns with: NSLP Elements 1, 2, 5, 6</p>	<ul style="list-style-type: none"> <li>• Instructional shifts evident in classroom instruction in all content areas.</li> <li>• Schools will discuss and plan for integration of the Six ELA Instructional Shifts into daily classroom instruction in their Wednesday PLC meetings.</li> <li>• Literacy Implementation Specialists will provide coaching and lesson modeling on Six ELA Instructional Shifts along with the application of WIDA.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation data, esp. Standard 1, Component 1b and Standard 3, Component 3b-c</li> <li>• Classroom observations conducted quarterly to measure correspondence between teachers’ instructional practices and the Six Shifts</li> <li>• Archival analysis of teacher artifacts (e.g. lesson plans, unit exams), to measure alignment of assessments and classroom materials/resources with the Six Shifts and WIDA</li> <li>• MAP, CBM, and other interim assessment data</li> </ul>
<p>1.e. K-12<sup>th</sup> grade teachers will demonstrate competence in the use of technology as a teaching and monitoring tool.</p> <p>Aligns with: NSLP Elements 1, 2, 5, 6</p>	<ul style="list-style-type: none"> <li>• Teachers will become highly skilled at incorporating technology into everyday practice, and use technology in their literacy instruction as a tool for engaging students and enhancing learning.</li> <li>• An ED Tech will model classroom instruction which demonstrates the use of technology in the classroom.</li> <li>• Teachers will use technology to monitor/assess student literacy progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-post surveys to measure changes in teachers’ efficacy to use new technologies, pre-post classroom observations to measure changes in student engagement and achievement and teacher competence in using technologies, student/parent surveys to provide data of use of technology at home.</li> </ul>

## PreK-12<sup>th</sup> Teacher Professional Development (PD) for Literacy Across Content Areas

**Personnel:** The development and implementation of the teacher and principal professional development will be overseen by the **L<sup>3</sup> Project Director** and WCSD C&I Department's **Torrey Palmer** and **Aaron Grossman**, WCSD designers of the **Core Task Project (CTP)** and Fellows with Student Achievement Partners (SAP), a non-profit established by CCSS authors. In addition, each **L<sup>3</sup>** level: PreK, Elementary, Middle, and High school will have **Training Coordinators, Literacy and ELL Literacy Implementation Specialists, and an Education Technology Specialist (Ed Tech)** supporting the use of online learning and technology used in classrooms. In Year 1, these personnel will be hired and will assist in creating the professional development modules. Additional **contract days** will be allocated to **C&I, SpEd** and **ELL** staff to help develop the curriculum. In addition, **UNR College of Education professors** and a **NW RPDP Literacy Trainer** will provide assistance in designing the modules. The **NW RPDP Literacy Trainer** will also assist in delivery of professional development in Years 1-5. **Teacher stipends** will be used for teachers to attend the **initial summer trainings and then monthly follow-up trainings. Sub days and teacher stipends** will be used for teachers to receive training and upscale training for the correct usage of interventions and enrichment programs (program fidelity). **Training materials, professional books, and classroom materials** will be distributed to all participating teachers and principals. Also **Training Coordinators will attend Common Core Immersion Institute. Computers, iPads, and mileage** will be budgeted for **Training Coordinators and Implementation Specialists.**

WCSD **L<sup>3</sup> Project** will encompass **four major** teacher/principal professional development opportunities:

- 1. PreK-12<sup>th</sup> Professional Development aligned to the CCSS and Six ELA Instructional Shifts. (pages 7-12)**
- 2. Technology professional development in the use of Moodle and classroom technologies. (page 12)**
- 3. Community PreK Centers' professional development through the WCSD ECE PreK Standards Mobile PD Lab. (pages 12-13)**
- 4. Implementation of the use of interventions and enrichment programs with fidelity. (page 13)**

### **1. PreK-12<sup>th</sup> Professional Development aligned to CCSS and Six ELA Instructional Shifts:**

The Core Task Project (CTP) is a professional framework to guide teachers into the Six ELA Instructional Shifts necessary to achieve CCSS outcomes. The CTP is matched to CCSS, Smarter Balanced Assessment Consortium Content Specifications, and the Council of Chief State School Officers (CCSSO) Publisher's Criteria. The CTP is also guided by the principles of the NSLP, Charlotte Danielson's work on Teacher Evaluations, and *Envision WCSD 2015 Investing In Our Future*, Strategic Plan which highlights these major tenets:

- Prepare all students for college and career readiness;**

- **Close achievement gaps; and**
- **Performance management.**

The cornerstone of the CTP is allowing teachers to use the Shifts to execute effective literacy instruction across all content areas. The CTP is designed to address the following grade bands: PreK-3<sup>rd</sup> grade, 3<sup>rd</sup> -5<sup>th</sup> grade, 6<sup>th</sup> -8<sup>th</sup> grade and 9<sup>th</sup> -12<sup>th</sup> grade. As part of the **P-3 Initiative** (outlined on p. 9), 3<sup>rd</sup> grade teachers will participate in both the PreK-3<sup>rd</sup> and 3<sup>rd</sup>-5<sup>th</sup> bands to provide extra support during this pivotal transition year and allow seamless integration of the professional development. The use of technology has tremendous potential to expand access to professional development, enhancing learning for educators and producing significant results for educators and their students (Killion, 2011). **Moodle (web-based learning)** platforms and additional supports (i.e. discussion forums, resource posting, and timelines) will be developed for each grade band. Inquiry-based, the **L<sup>3</sup>** professional development will include **theory** and **application**, as well as **monitoring for instructional change**. The CTP uses:

- **Text exemplars** shared by Student Achievement Partners emphasizing text-complexity (Shift 3)
- **Text-dependent questions** (Shift 4)
- **Writing with evidence** (Shift 5)
- The other three shifts: **50/50 blend of informational and literacy text** (Shift 1), **using literacy standards in the content areas** (Shift 2), and the importance of **academic vocabulary** (Shift 6), are embedded in the exemplars.

**The CTP is a K-12 model engaging all teachers for literacy instruction to be included in all content areas.** Inquiry-based, teachers take time to learn about the instructional shifts and how they are matched to the CCSS. Teachers review “Close Reading Exemplar” lessons aligned to the Core, and learn what instructional moves and background are necessary to implement the lesson well, and then return to the classroom to implement the lesson, and collect student data. Finally, this professional learning model incorporates group discussions (PreK-3, 3-5, etc.) on successes, challenges, and next steps. This professional learning model has been piloted with three cohorts in WCSD (SY 2011-12) and has already proven enormously successful based on quantitative and qualitative data. Using the effective *Train the Trainer* model will allow WCSD to sustain and replicate this professional learning at each targeted school as well across WCSD’s four Zones.

**Administration (principal, vice principal, dean) at all targeted schools will participate in a two-hour CTP training on the Six ELA Instructional Shifts and the implication for Common Core prior to the kick-off of the teacher CTP professional development.**

Leadership will see the connection between the Shifts and WCSD’s Strategic Plan, the new Danielson Evaluation Framework, Multi-Tiered System of Support (MTSS), WIDA, the CCSS, the Smarter Balance Assessment Consortium Content Framework (2014-15 Assessment), the CCSSO Publisher’s Criteria, and the NSLP. The outcome of this two-hour training is for administration to understand these pieces, not as disparate parts, but as a cohesive whole aligned to the greater needs of improved student achievement. Administrators will walk away with specific action steps that can be implemented immediately with current initiatives to meet important CCSS outcomes. These will be updated in the spring of each academic year, following

state CRTs. As each new L<sup>3</sup> Vertical Team begins implementation (i.e. Year 3 Hug Vertical), school administrators will attend this training (See Appendix for Course Description.)

The **P-3 Initiative** is also incorporated in to the CTP in the area of professional development. The **P-3 Initiative** is a movement gaining momentum at the national level and piloted at WCSD’s Kate Smith Elementary in 2011-12. P-3 refers to the continuum of learning spanning from pre-school through the early grades (K-3). It is an intentional, integrated way of changing education for young children. The Foundation for Child Development reports 14 states currently have undertaken P-3 initiatives recognizing the early years of education, both in traditional public school and before school years, provided a critical foundation for further learning (<http://fcd-us.org/our-work/prek-3rd-education/prek-3rd-map-work-progress>). P-3 initiatives focus on seamless integration by: 1) Increasing the quality of instruction at each level along the continuum; 2) Vertically aligning curriculum and assessments across the grade span; and 3) Horizontally aligning curriculum and assessments within age/grade levels. By improving the quality of programs and classrooms during the early years and focusing on alignment and seamless transitions, children are provided a firm foundation for continuing school success.

**This P-3 model will be embedded within the L<sup>3</sup> professional development** for teachers within each vertical strand. The CTP will provide content and **the P-3 model will provide the structure for delivery of content for teachers within the P-3 continuum.** In order to do this, there will be a P-3 and a 3-5 grade band. This will ensure seamless transitions in professional development related to the instructional shift of focus. These teachers will also meet in targeted P-3 group PLC time to continue professional development work and further embed practices related to other elements of P-3. This strategy works for schools supported by the **Nevada PreK** program. For L<sup>3</sup> target schools without PreK programs, teachers will meet in K-3 bands for professional development. Additionally, **directors of “feeder” community childcare programs in the neighborhoods of each target vertical strand will be invited to participate in these professional development opportunities** and PLCs with K-3 teachers and administrators. This strategy is a key component of P-3 (transitions and pathways), assuring there are links between feeder childcare programs and receiving schools.

The L<sup>3</sup> professional development training schedule includes:

- A. Back-To-School Symposium**
- B. Professional Development for L<sup>3</sup> School Teams**
- C. Follow-up Training for L<sup>3</sup> School Teams**

### **A. Back-To-School Symposium**

A half-day Back-To-School Symposium will be held for **all PreK-12<sup>th</sup> grade teachers and administrators** from the targeted Vertical (Years 1/2 Wooster Vertical). This half-day training will give all administrators and teachers in the Wooster Vertical an overview of the L<sup>3</sup> goals, objectives, timeline for professional development, student interventions, and how to use Moodle for online professional development. (See Appendix for Syllabi). The next **two and a half days** will be *intense professional learning* for each of the **Wooster Vertical’s L<sup>3</sup> School Teams,**

comprised of: principal, assistant principal, grade level teacher leaders, PreK teacher, (elementary); department chairs (secondary), core curriculum teachers (ELA, Science, Social Studies, and Math), L<sup>3</sup> Literacy Implementation Specialists, L<sup>3</sup> Family Literacy Specialists, and Performance Directors. The Team will also include at least one ELL, SpEd and/or GT (AP/IB) teacher. **This identified team of teachers will become trainers at each school. Within each L<sup>3</sup> School Team, teachers representing each grade band and department, and school administrators will serve on the required Data Based Decision Making (DBDM) Literacy Teams** (See Goal 3).

The purpose of this initial professional development will be for teachers and administrators to gain a deep understanding of the CCSS via Six ELA Instructional Shifts, Core Reading Exemplars, Guide to Creating Questions for a Close Analytical Reading, and the CCSSO Publisher's Criteria. The School, Partner, and LEA DBDM Literacy Teams will review monitoring tools and the framework for how future L<sup>3</sup> work will be implemented at each site.

In Year 3, the **Hug Vertical** will attend the Back-To-School Symposium, while the already-engaged **Wooster Vertical** will also attend to share expertise and explore work for the upcoming year. In Year 4, the **Reed Vertical** begins the process, and in Year 5, the **Galena Vertical** begins. (See Appendix for Timeline and Course Syllabi).

## **B. Professional Development for L<sup>3</sup> School Teams**

- **Day One** (half-day): L<sup>3</sup> School Teams begin training on **CTP 1.0. PreK-12 teachers will learn how to change their classroom instruction to incorporate Instructional Shifts 3 and 4 (*Staircase of complexity* and *text-based questions and answers*)**. Instruction will include examination of a lesson plan (*Close Reading Exemplar*) which will be structured for each grade band and aligned to the CCSS in literacy with a plan of how to implement.
- **Day Two: CTP 2.0 PreK-12 teachers learn a lesson aligned to the CCSS and work with their peers to develop a plan for implementation.** This training will also build capacity so teachers can be *arbiters of quality*. They will review an “exemplar” video published by Principal Leadership, so they can begin to analyze a CCSS-aligned literacy lesson as well as hear more from other academics in the field (e.g. Dr. Timothy Shannahan, Dr. Douglas Fisher) apart from the CCSS authors in literacy instruction.
- **Day Three:** In break-out sessions, participants will learn about specific action steps of the ongoing professional development for the following years of the L<sup>3</sup> **Project**. All of these steps align with the NSLP, the WCSD Strategic Plan, and the Six ELA Instructional Shifts. Topics for this training include continued work on CTP 1.0 and 2.0, P-3 foundational skills, review of writing in K-5 and 6-12; academic vocabulary; independent reading and support to teachers in all core subjects.

## **C. Monthly Follow-up Training for L<sup>3</sup> School Teams**

- Once initial training is complete, the L<sup>3</sup> **School Teams will attend a monthly PLC training** conducted by WCSD's **C&I Department, L<sup>3</sup> Trainers, NW RPDP L<sup>3</sup>**

**Trainer, ELL Coordinator and UNR College of Education Professors.** These meetings will be held during WCSD's Wednesday early release time for professional development and an additional **1.5 hours (teacher stipends) will be added each month and tracked by the Training Coordinator.** These L<sup>3</sup> School Teams will continue to gain deeper understanding in CTP 1.0 and 2.0, focusing on Shifts 3 and 4, using CCSS-aligned resources to move their instruction to the Core. The use of Moodle will allow all teachers at each targeted site to use and access information, allow for deeper collaboration within schools, and across the Vertical. Moodle platforms and additional supports will be developed by grade band.

- **Professional development for Years 3-5:** Using lessons learned from evaluation data and teacher/principal surveys, professional development may be modified. In each Vertical's second year of training (see Appendix for Timeline), professional learning will focus on **CTP 3.0** and **CTP 4.0.** **This monthly training will be during one designated Wednesday PLC time with an additional teacher stipend to cover an additional 1.5 hours of training.** The **CTP 3.0 training moves teachers through the process of writing text-dependent questions.** All PreK-12 teachers will work together to write questions that are text-dependent and follow the structure outlined by Student Achievement Partners. This will be followed by implementing the lesson or questions developed by the group. Also, teachers will outline gradated units or themes complete with complex texts schools can use.
- The **Wooster Vertical** will also become a **"Learning Lab"** for subsequent Vertical Teams (Hug, Reed and Galena Verticals) for other teachers to observe how literacy instruction is infused in all core content areas. Additionally, **UNR College of Education Pre-Service Students** will have the opportunity to be placed in one of the Vertical Team schools for **student teaching, practicums and K-12 student tutoring.**
- **CTP 4.0 PreK-12 teachers learn explicit strategies on how to identify *Academic Vocabulary* and to apply it across content areas.** Capacity to identify Tier 2 words and strategies to increase vocabulary use and understanding will be promoted. This professional learning will borrow from Dr. Bear and Dr. Templeton's Word Study work as well as Dr. Beck's work on tiered vocabulary (Beck, McKeown, Kucan 2008). During this year of training, the Vertical Teams will also have an opportunity to focus on formative, benchmark, and summative assessment within the frame of the text exemplars. Teachers will continue to be monitored in their instructional moves towards Shifts 3 and 4. Courses, based on the Six ELA Instructional Shifts/ CTP model will be constructed and offered to parents and early childhood programs via Parent University (see Goal 4).
- In each **Vertical's second and third year of training** (see Appendix for Timeline). CTP 4.0 will continue and **CTP 5.0 is added** where PreK-12 teachers learn how to ***make accommodations*** for struggling readers, children on IEPs and children who are reading above grade level. CCSS Reading Standard 10 requires that all students work with grade level content and strategies to reach this goal. There are two popular approaches for assisting ELLs or students struggling with grade level content and in both

cases, these approaches must be modified in order to meet the expectations of CTP. The first model, *inclusion*, involves personnel pushing into the classroom to work with struggling students (Thompson, Wehmeyer & Hughes, 2010). The second approach is students being pulled out of class for interventions.

## **2. Technology Professional Development:**

Just as we need a range of pedagogies to match different styles of learning, we need a range of media to match different styles of learning (Killion, 2011). An **Educational Technology Specialist (Ed Tech)** will be responsible for training all participating teachers on how to use Moodle for their L<sup>3</sup> professional development, provide technical assistance to teachers instructing in System 44, Read 180, and Read 180 Stage A, and assist teachers in correctly using types of technology in regular day instruction to enhance and engage students in literacy development. The Ed Tech will also work in collaboration with the ELL Department to train ELL teachers on how to effectively use iPads in ELL instruction. Development of this training will take place in Year 1 (See Goal 2). Teacher training will continue in Year 2 and will include the integration of oral and written literacy skills with the proper use of apps and recording devices available on the iPad. **Teacher stipends will be used for training throughout the year.** This training will be open to all teachers in the Vertical Team (ELL and regular classroom teachers). Also in Year 2 in conjunction with technology training, the **ELL Department will host a two-day ELL writing institute for ELL teachers (teacher stipends)**. This training will be open to all teachers in the targeted schools and will be closely aligned with the CTP training but will provide deeper understanding and application of ELL second language acquisition components to writing. This professional development will be created by the ELL staff in conjunction with C&I and Professional Development Departments. Essential components of the training will include best-practices around improving academic writing for ELL students. The iPad technology will be incorporated into the writing institute. The District's 1-to-1 initiative in which teachers learn to use blended learning concepts and project-based learning to increase student engagement and provide 21<sup>st</sup> century classroom environments aligns directly with this training (See Appendix for findings).

## **3. Professional Development for Community-Based PreK:**

In order to create a seamless approach to P-3 education, WCSD will use the **WCSD ECE PreK Standards Mobile Lab (ECE Mobile Lab) to reach teachers in community-based feeder PreK settings**. The ECE Mobile Lab will work with the identified PreK childcare centers to provide professional development on Nevada PreK Standards for their teaching staff. **One certified Mentor Teacher and one Early Childhood Specialist** are needed to run the ECE Mobile Lab. The curriculum will be developed and designed from the Nevada PreK Standards and the implementation and alignment of the CCSS beginning in Year 1. Every six weeks, the ECE Mobile Lab will change its inventory and physical environment to demonstrate and provide enriched instruction on one of the following state standards, all of which are rich in language activities:

- Language and Literacy
- Mathematics
- Science

- Social Studies and Social Emotional
- Creative Arts
- Physical Development and Health
- Music and Movement

The **ECE Mobile Lab** will provide professional development to community-based feeder PreK schools in our L<sup>3</sup> Vertical School Teams. The ECE Mobile Lab will visit the community-based PreK centers two to three times a month. Each visit will consist of a three to four hour in-depth, enriched, guided classroom instruction experience provided by a certified Mentor Teacher and the Early Childhood Specialist. In addition, follow-up training will be provided to participating community-based PreK teachers who will be matched with a Mentor Teacher. The Teacher Mentor will provide modeling, teacher training and technical assistance to community-based teachers at their early childhood sites. **Training materials, CLASS Training, CLASS Evaluators, and CLASS assessment materials will be provided.**

**4. Targeted professional development for intervention and enrichment programs:**

In order for teachers to use programs with fidelity and to achieve increased student achievement in literacy across all core curriculum, specialized training will be given to each participating school. These trainings will be conducted by already trained WCSD staff (i.e. curriculum specialists) or by the program-provided trainers (i.e. Scholastics for Read 180 and System 44). The main goal of this training is to provide teachers a deep understanding of the intended use of the intervention or enrichment and to ensure programs are carried out with fidelity. Funding for this professional development will include **teacher stipends** and/or **substitute days** to attend training.

<b>Goal 2 - Implement interventions to ensure that all students (including students who are experiencing difficulties and student who are progressing ahead of their peers) are identified and served appropriately. (Absolute Priority 1: Improving Learning Outcomes, Absolute Priority 2: Enabling More Data-Based Decision-Making; Absolute Priority 3: Effective Use of Technology, Competitive Preference Priority 2: Inclusion of Non-Title I Funded Schools)</b>		
<b>Objectives</b>	<b>Milestones/Outcomes</b>	<b>Measurements</b>
2.a. Ensure robust implementation of an assessment system to identify and monitor students in need of intervention/enrichment at all schools from PreK to 12 <sup>th</sup> grade.  Aligns with: NSLP Elements 1, 2, 5, 6	<ul style="list-style-type: none"> <li>• All schools have implemented an appropriate universal screening system.</li> <li>• All teachers/principals will have the capacity to effectively use the universal screening system.</li> <li>• Teachers will demonstrate improvement in their ability to use formative and summative assessment results to adapt lesson plans and plan future instruction for their classrooms and individual students.</li> </ul>	<ul style="list-style-type: none"> <li>• NCRTI rubric and other measures of fidelity to the MTSS framework</li> <li>• MAP, CBM, DRA2, Ages and Stages, ELPA, SOPA, QSI, HSPE, and other age-appropriate assessment measures</li> <li>• Teacher evaluation data (K-12), esp. Standard 1, Component 1f and Standard 3, Component 3d</li> </ul>
2.b. Ensure a robust system to provide appropriate evidence-based interventions/enrichments to identified students.  Aligns with: NSLP Elements	<ul style="list-style-type: none"> <li>• All schools have evidence-based interventions/enrichment materials.</li> <li>• Targeted interventions/ enrichments are being used with fidelity.</li> <li>• Appropriated training and professional development to all teachers using programs for interventions/enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation data esp. Standard 3, Component 3e</li> <li>• NCRTI, and other measures of fidelity to the MTSS framework</li> <li>• Formative assessments (MAP, DRA2, CBM, SOPA, QSI, Common ELL Assessments, ELL</li> </ul>

**Goal 2** - Implement interventions to ensure that all students (including students who are experiencing difficulties and student who are progressing ahead of their peers) are identified and served appropriately. (*Absolute Priority 1: Improving Learning Outcomes, Absolute Priority 2: Enabling More Data-Based Decision-Making; Absolute Priority 3: Effective Use of Technology, Competitive Preference Priority 2: Inclusion of Non-Title I Funded Schools*)

<u>Objectives</u>	<u>Milestones/Outcomes</u>	• <u>Measurements</u>
1, 2, 3, 5, 6	<ul style="list-style-type: none"> <li>• All teachers will have the capacity to deliver interventions/ enrichments.</li> <li>• The District continually evaluates interventions/enrichment materials and activities for effectiveness.</li> <li>• UNR College of Education pre-service students serve at identified schools for student interventions/ enrichments.</li> <li>• Types of technology identified for effective delivery of interventions/enrichment programs.</li> <li>• By the end of Year 2, a 3% increase of student access to literacy enrichment activities annually (12% at the end of the grant).</li> </ul>	Writing Rubric, etc.) <ul style="list-style-type: none"> <li>• Screening assessment data, teacher report, and archival analysis of enrichment plans for high-achieving youth.</li> </ul>
2.c. A reduction of students identified as non-proficient.  Aligns with: NSLP Elements 1, 2, 5, 6	<ul style="list-style-type: none"> <li>• At end of Year 2, a 3% annual reduction in non-proficient students (12% by Year 5 end).</li> <li>• At end of Year 2, a 3% annual increase of students moving toward literacy proficiency as measured by the student growth model (12% by Year 5 end).</li> </ul>	<ul style="list-style-type: none"> <li>• DRA2, CRT, ELPA, student growth percentile</li> </ul>

## Student Interventions and Enrichments

WCSD is striving to create a district-wide literacy culture that ensures all students fall in love with literacy. The March 2012 issue of *Educational Leadership* calls for these strategies to be used daily when teaching students about literacy: Every child: 1) reads something he/she chooses; 2) reads accurately; 3) reads something he/she understands; 4) writes about something personally meaningful; 5) talks with peers about reading and writing; and 6) listens to fluent adults reading aloud (Allington & Gabriel, 2012). Following is a brief overview of regular classroom instruction available for the targeted students followed by the proposed interventions and enrichment programming.

In order to improve student achievement in literacy across all core content areas, professional development under Goal 1 will give teachers the *content* and *pedagogy* needed to provide differentiated instruction in the classroom setting. A variety of student assessments will be used to help classroom teachers and the School DBDM Literacy Teams to determine which types of interventions and/or enrichments are most appropriate for each student. These assessment tools are listed in Table 2. Targeted student populations for L<sup>3</sup> are: CIT, ELL, FRL, GT, SpEd, and Teen Parents (Also see Goal 3).

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| <ol style="list-style-type: none"> <li>1. <b>Services currently available to targeted student populations (pages 15-17)</b></li> <li>2. <b>Research-based intervention programs (pages 16-19)</b></li> <li>3. <b>Evidence-based enrichment programs (pages 19-20)</b></li> </ol> |
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1. **Services currently available to targeted student populations:**

- **Children in Transition/Free and Reduced Lunch (CIT/FRL):** As one of the most vulnerable and disadvantaged populations, students in poverty need stimulation that may not be occurring in the home environment. A lack of text and printed materials in these children’s homes compounds reading deficiencies. Services for these students include after school tutoring, Read 180, System 44, and/or small group interventions. Other services address a child’s basic needs (food, clothing, shelter) as well as health and emotional services needed so the child is able to learn.
- **English Language Learners (ELLs):** ELLs in elementary schools use *Avenues*, a **National Geographic/Hampton Brown** program, for English language development. Middle and high school ELL programs currently provide structured language courses in the following order for short-term ELLs (four or fewer years of instruction in English): Beginning English; Beginning Reading/Composition and Intermediate English; Intermediate Reading/Composition; and Advanced English. Long-term ELLs can enroll in ELL Academic English which is designed to fill gaps ELL students have in their language development. This course prepares students to speak, listen (comprehend), read and write to a higher academic level than they currently perform and provides intense language supports that regular reading interventions and ELA courses do not. ELLs also follow the same MTSS process with the same access to interventions as non-ELLs to identify possible learning disabilities.
- **Gifted and Talented Education (GT):** GT programming, at the elementary level, is an on-site model where identified GT students participate in GT programming at their home school. The School Within A School (SWAS) model is at four elementary schools including **Whitehead Elementary (Reed Vertical)** and **Hunsberger (Galena Vertical)**. SWASs are self-contained classrooms for GT students and the curriculum offered is designed to meet the needs of *highly* gifted students. At the middle school level, there are four Middle School Gifted Magnets including **Pine (Galena Vertical)** and **Mendive (Reed Vertical)**. Work at these magnet schools supports GT students in developing a sophisticated foundation of college-ready and career-inspired reading, writing, listening, and speaking skills. The GT integrated curriculum requires students to apply analytical and evaluative skills to the English language. Students develop an ability to read, write, listen, and speak as critical thinkers do in authentic contexts. In addition to the four

magnets, a specialist is provided at all non-magnet schools to support core subject teachers to develop tiered opportunities for gifted students. These specialists provide additional enrichments. At the high school level, GT internships offer highly motivated high school juniors and seniors the opportunity to experience a career.

- **Special Education (SpEd):** Students requiring Individualized Education Plans (IEP) to fully access their education are supported through a variety of service delivery models in elementary through high school settings. *Necessary, specially designed instruction and location of services are determined by a student's IEP team.* For students with disabilities, the first option is to provide additional supports, including differentiating instruction, in the general education setting. A student's IEP team may also determine that a more restrictive setting, such as a classroom with a smaller teacher-to-student ratio and direct instruction from a SpEd teacher, may be the most appropriate educational setting. WCSD offers a full continuum of services to support the individualized needs of students with disabilities in accessing their education at all grade levels.
- **Teen Parents:** The Infant/Toddler Program for Parenting Teens is dedicated to reducing barriers for "at-risk" high school students with children. The program has sites at **Wooster High (Wooster Vertical)** and **Hug High (Hug Vertical)**. WCSD delivers comprehensive services addressing the challenges teen parents face, ranging from meeting basic needs to meeting the emotional, physical, and health needs of the teen and their child. Special supports for these teen parent students include: extended childcare services so teen parents can attend tutoring; afterschool teen parenting support groups; and monitoring of grades and attendance. In addition, each teen parent is assigned a family service provider who serves as a teacher for the teen's child, helps with parenting skills, and is their advocate for social, emotional, and basic needs.

**2. Research-Based Intervention Programs:**

Interventions include expanding services already offered at the schools and adoption of new programming. The L<sup>3</sup> Training Coordinators, L<sup>3</sup> Literacy Specialist, the Ed Tech, C&I, ELL, GT, and SpEd staff will assist schools who need professional development in any of these intervention strategies, which will serve **CIT, ELL, FRL, SpEd** and **Teen Parents**. Table 2 shows types of interventions to be offered.

<b>Wooster Vertical Schools</b>	<b>Read 180</b>	<b>System 44</b>	<b>Read 180 Stage A</b>	<b>Early Success</b>	<b>Soar to Success</b>	<b>Being A Writer</b>	<b>Reading Mastery</b>	<b>Accelerated Reader</b>	<b>*Small Group Tutoring</b>
Wooster HS	X	X						X	X
Vaughn MS	X	X			X			X	X
Booth ES				X	X	X		X	X
Corbett ES			X	X	X	X	X		X
Dodson ES			X	X	X		X		X
Donner Springs ES				X	X	X		X	X
Hidden Valley ES			X		X		X	X	X
*If the School DBDM Literacy Team determines an identified student is not making literacy progress, then an individual literacy academic plan will be made and teachers will do small group after school tutoring at all levels.									

- **System 44, Read 180 and Read 180 Stage A, B and C (Scholastic):** Continuous and extensive research and program development since 1985 by Dr. Ted Hasselbring of Vanderbilt University have made Scholastic’s Read 180 an extremely effective reading invention for ELLs, special education, and other at-risk student populations. The unique instructional model of READ 180 has also proven successful in accelerating reading achievement through a universal design, enabling students with certain disabilities to access the text, multimodal curriculums. Adaptive software and small-group instruction to allow students to progress at their own pace and receive individualized instruction (Scholastic, 2009). Extremely rich in data, teachers will receive **training from Scholastic** in how to use the data in Read 180/System 44 to plan their small group instruction and make the best decisions for their students. In all Read 180 Stages (A, B, C) and System 44 software, students receive systematic instruction in decoding and word recognition as they build automaticity. During direct teacher instruction, students use their own **rBook** and receive explicit and systematic instruction in word-learning strategies, giving students the tools they need to learn.

  - For elementary schools, **Read 180 Stage A** will be used as an after school intervention either through WCSD’s **TEAM UP/21<sup>st</sup> Century Community Learning Centers** or through other student after school programming. **Teacher stipends** will be used to support this program. **Sub days will be used for training.**
  - **Read 180 Stages B and C** and **System 44** are designed for secondary students and will be available at participating middle and high schools. A **.5 FTE teacher** will be at each **L<sup>3</sup>** high and middle school for implementation and fidelity on the intended use of the programs.
  - **System 44** is designed for students having difficulty decoding and scaffolds students toward mastery of each strand in the complex process of skilled reading. Both Read 180 and System 44 provide substantial support of ELLs and special education students, including daily requirements to record themselves reading passages to work on both fluency and prosody (verse and rhyming). The **LBook**, used in teacher-directed small group instruction, enhances the oral language component of Read 180 for ELL and other special populations who often lack the academic language necessary to communicate with their peers in an academic setting. Other features of the LBook include: text captioning; repeated oral practice; pronunciation tips; and multicultural content to help ELL students master critical reading skills.
  
- **Early Success (Houghton Mifflin)** is a reading intervention program for students in grades 1 and 2 who need extra support to become proficient, grade-level readers. It is a small group model (5-7 students) with 30 minutes of daily instruction in addition to the core reading/language arts program. The daily lesson plan provides explicit, direct instruction in a three-part lesson plan: Rereading for Fluency; Reading the Books of the Week; and Working with Words/Writing Sentences. Early Success is based on 12 years of classroom research (Early Intervention in Reading or EIR<sup>®</sup>) conducted by Dr. Barbara Taylor of the University of Minnesota. Early Success develops reading fluency within a meaning-based context. It is aligned with the five critical areas of reading instruction as outlined in the

Reading First criteria of the No Child Left Behind Legislation. **Classroom materials will be purchased and there will be sub days for teacher training.**

- **Soar to Success (Houghton Mifflin)** is a reading intervention for students in grades 3-8 who are reading below grade level. It is used in addition to a school's core reading program. Two primary goals of this intervention are to accelerate students' reading ability, and to help students quickly and easily apply the comprehension and decoding strategies they have learned to other content area texts. The ultimate goal of Soar to Success however, is to increase students' understanding of what they read through an approach called reciprocal teaching. Instruction for Soar to Success occurs in small groups of five to seven students that meet for 30-40 minute lessons daily for 18 weeks. Each lesson consists of five parts: revisiting; reviewing; rehearsing; reading and reciprocal teaching; and responding/reflecting. Students read one book during four to five consecutive lessons, with a specific section of the book as the focus of each lesson. (FCRR, Wahl, 2004). **Classroom materials will be purchased and there will be sub days for teacher training.**
- **Reading Mastery (McGraw Hill)** is proven to help students decode and comprehend the meaning of print effortlessly, even students who are seriously at risk of failure. (Grossen, 2011) Reading Mastery includes: 1) Strategy-based instruction that allows students to learn more efficiently; 2) Intensive, explicit, systematic teaching to help students achieve a high rate of success; 3) Scaffolded lessons that build confidence/ independence; 4) Addresses all five essential components of Reading - phonemic awareness, phonics and word analysis, fluency, vocabulary and comprehension; 5) Spelling instruction to help students make the connection between decoding and spelling patterns; and 6) Develop decoding, word recognition and comprehension skills that transfer to other subject areas. **Classroom materials will be purchased and there will be sub days for teacher training.**
- **Being A Writer (Developing Studies Center)**, designed for grades K–6, systematically guides students' development of strong writing skills, builds knowledge and appreciation of good writing, promotes critical thinking and expression skills, and fosters growth as caring and principled people. Using a "writer's workshop" concept, the program: 1) Builds students' writing competence using a research-based process that includes pre-writing (planning), drafting, revising, proofreading, and publishing; 2) Helps students master the mechanics, craft, and conventions of good writing in a variety of genres; 3) Requires students to write daily so they gain extensive writing experience; 4) Integrates the learning of the craft of writing with instruction and practice in a set of social skills (e.g., listening to others, working together fairly and responsibly, explaining one's thinking, solving problems with others) that support academic learning; and 5) Builds a classroom that is a "caring community of writers," in which students practice pro-social values and skills to support their own and each other's learning. The program provides explicit, systematic instructional materials with built-in assessments to facilitate successful implementation by teachers with varying levels of experience" (Graves, 2003). **Classroom materials will be purchased and there will be sub days for teacher training.**

- **Accelerated Reader (AR)** is a research-based, guided reading intervention in which teachers are closely involved with student reading of text. The program has been found to be effective in improving students' reading achievement. Accelerated Reader is a computer-based, reading management and motivation system designed to complement existing classroom literacy programs for grades K-12 (Johnson, 2006). AR's goal is to motivate students to read using an individualized goal/point system based on a book's reading difficulty including number of syllables in words and sentence complexity. Students choose their own books (student engagement) and the program helps with volume of reading and matches reader to appropriately leveled text. Volume of reading helps with Shift 6 -- Vocabulary development (Cunningham & Stanovich, 2001). The program has been extensively researched since 1986 and demonstrates effectiveness (Samuels & Wu, 2004; National Reading Panel, 2000; Peak & Dewalt, 1994).
- **Small Group Intervention and Summer Sessions:** If a targeted student is not making academic progress in literacy as determined by the School DBDM Literacy Team, then **small group interventions and summer sessions will be used at elementary, middle and high schools. Teachers will be paid a stipend for delivering interventions.** An individual education plan will be made for the student with recommended interventions. Using the *content and pedagogy* strategies teachers receive under Goal 1, **teacher stipends** will be used to conduct small group interventions and summer sessions K-12<sup>th</sup> grade as recommended by the School DBDM Literacy Team.

### **3. Evidence-Based Enrichment Strategies:**

Programming for ELLs and GT students will be expanded including summer school for ELL elementary students, high school internships for GT, and new GT semester units for elementary and middle school GT students.

- **ELL Elementary Summer School (Language Central - Pearson):** To further enhance an ELLs' learning, "Enjoyment of Reading" will be offered through **summer school** for ELL students in 3<sup>rd</sup> - 6<sup>th</sup> grade beginning in **Year 2**. The four-week program will serve approximately 460 ELL students in a classroom size with no more than 15 students. **Teachers will receive a stipend for teaching.** *Enjoyment of Reading* is based on best practices and research by Steven Krashen and Nancie Atwell (2007). Atwell's Reading Workshop format includes student choice, peer conferencing, and teacher- to-student conferencing. The summer school is designed to help ELLs increase their reading fluency and skills, and oral and listening skills. Participating ELL students will be provided a **'take-home' back pack filled with books for independent reading at home.** Language Central will be used to supplement the summer school and focuses on comprehensibility and nonlinguistic supports. Language Central provides systematic, flexible, and explicit instruction that scaffolds instruction for English learners (Cummins 2002).
- **Secondary Middle and High School ELLs:** To enrich the student learning experience in current structured ELL classes, the use of iPads will offer a variety of opportunities to acquire complex academic oral and literacy skills. This technology can provide the additional support of having text available in an oral format for multiple readings

necessary to reach grade level proficiency, directly tied to the CCSS Instructional Shifts. The additional support to have class lectures recorded on the device and the students' ability to record their own language production to improve both listening and speaking skills will assist in accelerating language acquisition (Shanahan, 2006). The iPads will be available to ELLs during their ELL courses, after school, and during the summer school enrichment program (See Goal 1). Given the socio-economic status of many of our ELLs, many have only sporadic access to technology and are at a serious disadvantage to many of their non-ELL peers. iPads provide an additional enrichment by introducing students to using technology for academic purposes (Warschauer, 2007). In a recent WCSD pilot project using iPod Touches with ELL students, ELL students made an average 35 point gain on the ELPA (See Appendix). An **iPad cart, applications, and computer** will be housed at each middle and high school for ELL use. To enhance writing abilities, a **one-week summer writing institute** will be offered to 48 middle and high school ELL students, which will enhance students' academic writing through research-based strategies aimed at preparing students to meet state writing assessment objectives (**teacher stipends for summer school**). To ensure ELLs develop critical thinking, reading and listening skills, in addition to speaking and writing skills, the proposed enrichment will further develop their strengths as linguistically diverse member of our community.

- **GT Enrichment Courses and Expanded High School Internships:** At a time when the major emphasis in many classrooms and schools is on mastering basic skills and core content at grade level, **enrichments, particularly for the gifted and talented, has become a crucial pedagogical concern.** We must offer enrichment opportunities to those who can demonstrate proficiency (Karnes and Stephens, 2005). WCSD will use the shared-inquiry approach to teach literature across content areas. Students develop critical thinking skills, essential reading skills, and listening skills, in addition to speaking and writing skills. The literature units developed would extend the traditional approaches to literacy by employing high-level thinking skills in both reading comprehension and writing. Students will be encouraged and expected to discuss topics in disciplined, free-thinking sessions where diversity of thought and opinion is sought in the interpretation of the material. Besides incorporating an English/Language Arts focus, teachers would develop problem-based and integrated units where students are exposed to creative problem-solving opportunities across core content areas. This involves students in the pursuit of solutions to long-term problems, and fosters individual creativity through the process. Elementary GT Enrichment Units will be developed in Year 1 by GT teachers (**stipends**). These Enrichment Units will integrate language arts into science and math. A team of five GT specialists will develop two semester units for 2<sup>nd</sup> - 6<sup>th</sup> grade GT students. **Pre-AP materials from College Board** will be used. In Year 2, GT Enrichment Units will be developed by GT teachers (**stipends**) for the Middle School Magnet Programs (Pine and Mendive). A team of 16 GT teachers will prepare two semester units. **Pre-AP materials from College Board** will be used. **GT high school student internships** with local businesses will be expanded to serve GT students at the four targeted high schools (Wooster, Hug, Reed and Galena). Two teachers will run the three-week summer internship program (**stipends**).

- **Language Arts Enrichment for PreK Students.** The Nevada Pre-Kindergarten Education Program (Nevada PreK) sites in WCSD will be given supplemental support in the form of **one PreK teacher** and **one classroom assistant** who **specializes in literacy development in the early years**. The teacher will provide lessons and strategies using a co-teaching model in Years 1-3 (WCSD PreK sites served will be Booth and Corbett–Wooster Vertical and Bennett–Hug Vertical). Not only will this improve student literacy outcomes, but the additional teacher will build capacity for other PreK teachers by providing coaching and mentoring support. The PreK teacher will also be part of the P-3 alignment. **Classroom supplies** and **books** will be needed. NV PreK provides WCSD Early Childhood Education (ECE) programs with funding to provide Pre-K education to young children. Nevada PreK funding allows WCSD to serve more children. WCSD ECE program collaborates with Pacific Research Associates, the designated evaluator for Nevada State Pre-K, to collect assessment data on current students and track/assess former students in an ongoing longitudinal study currently in its sixth year. In addition, the ECE program attends NV PreK Directors meetings twice a year. Data collected from this **L<sup>3</sup> Project** grant on the addition of a PreK teacher specializing in literacy development will be shared with all members of NV PreK.

<b>Goal 3 - Establish Data Based Decision Making (DBDM) Literacy Teams at schools that are aligned with a Response to Intervention (RTI) framework and maintain a purposeful, respectful environment in which data can be collected, analyzed, and used to continually improve literacy achievement. (Absolute Priority 2: Enabling More Data-Based Decision-Making; Absolute Priority 3: Effective Use of Technology)</b>		
<u>Objectives</u>	<u>Milestones/Outcomes</u>	<u>Measurements</u>
<p>3.a. WCSD will have a district-level DBDM Literacy Team which will oversee the school and partner DBDM Teams and collaborate with NDOE in their plan to support DBDM.</p> <p>Aligns with: NSLP Elements 1, 2, 4, 5, 6</p>	<ul style="list-style-type: none"> <li>• WCSD DBDM Literacy Team meetings at least monthly to review qualitative and quantitative data and make recommendations.</li> <li>• WCSD DBDM Literacy Team will support each school in providing and using student assessment data in order to improve interventions and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• WCSD DBDM Literacy Team is effective, supports school-based DBDM Literacy Teams, and is used as a resource by teachers</li> <li>• Key stakeholder interviews, surveys of DBDM Literacy Teams to determine effectiveness of quarterly meetings</li> </ul>
<p>3.b. Each participating school and partner will have a DBDM Literacy Team whose focus is to discuss student literacy data and identify strategies to improve interventions, enrichment, and instruction.</p> <p>Aligns with: NSLP Elements 1, 2, 4, 5, 6</p>	<ul style="list-style-type: none"> <li>• Students are identified through use of approved screening assessment and/or in-depth diagnostic assessment for services.</li> <li>• Each participating school has at least one DBDM Literacy Team meeting per month focused on reviewing literacy data (formative and summative) to identify targeted instructional strategies and interventions/enrichment for identified students.</li> <li>• The WCSD LEA DBDM Literacy Team will meet monthly.</li> <li>• Quarterly meeting with one representative from each School, Partner, LEA DBDM teams to meet with Project Director.</li> <li>• Research-based curriculum and evidence-</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher attendance data.</li> <li>• Literacy Pathway status and growth targets.</li> <li>• Key stakeholder interviews, surveys of DBDM Literacy Teams, and surveys of teachers to determine effectiveness of monthly meetings</li> <li>• MAP, DRA, curriculum-based assessments (CBM), student work</li> <li>• MTSS fidelity measures (specifically NCRTI rubric, PIC, and BoQ )</li> <li>• Classroom observations to measure students' Rate of</li> </ul>

**Goal 3** - Establish Data Based Decision Making (DBDM) Literacy Teams at schools that are aligned with a Response to Intervention (RTI) framework and maintain a purposeful, respectful environment in which data can be collected, analyzed, and used to continually improve literacy achievement. (*Absolute Priority 2: Enabling More Data-Based Decision-Making; Absolute Priority 3: Effective Use of Technology*)

<u>Objectives</u>	<u>Milestones/Outcomes</u>	<u>Measurements</u>
	based interventions/ enrichment programming will be implemented at schools under the direction of the School/LEA DBDM teams.	Improvement, effectiveness of interventions, and quality of core instruction provided
3.c. All DBDM Literacy Teams will have a standardized process by which to examine and discuss data in order to improve practice and increase literacy achievement. Aligns with: NSLP Elements 1, 2, 4, 5, 6	<ul style="list-style-type: none"> <li>• Process includes a broad-base of stakeholders and includes clear criteria and guidelines for placing students in interventions and enrichment activities.</li> <li>• DBDM Literacy Teams report significant gains in their competence to collect, understand, and use data to guide selection of evidence-based interventions, instructional practices, school policies and plans to support literacy achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation data, esp. based on Danielson Framework for Teaching, Standard 1, Component 1e, Standard 3, Component 3c and 3e</li> <li>• Key Stakeholder interviews, surveys of DBDM Literacy teams to assess fidelity to data review model</li> <li>• NCRTI Rubric, PIC, BoQ</li> </ul>
3.d. All DBDM Literacy Teams will have access to a system of data tools that are relevant, timely and user friendly. Aligns with: NSLP Elements 1, 2, 4, 5, 6	<ul style="list-style-type: none"> <li>• Interactive data tools are developed around literacy performance.</li> <li>• Technology provided to ensure ease of use of student data.</li> </ul>	<ul style="list-style-type: none"> <li>• MAP, DRA, curriculum-based assessments (CBM), student work</li> <li>• Key Stakeholder interviews, surveys of DBDM Literacy Teams to assess perceived utility of data tools and assessment literacy</li> </ul>

## Data Based Decision Making Literacy Teams

The role of DBDM Literacy Teams, the assessments, in-depth diagnostic tools, and a standardized process for analyzing data, will enable all WCSD LEA, School and Partner DBDM Literacy Teams to make informed decisions on instruction and student needs.

1. **Role of Data Based Decision Making Literacy Teams (pages 22-23)**
2. **Assessments (page 23)**
3. **In-Depth Diagnostics (page 23)**
4. **Continuous Monitoring (page 24)**

### 1. The Role of the Data Based Decision Making Literacy Teams

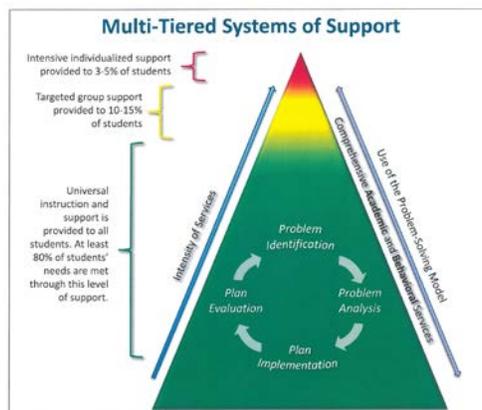
**Management of DBDM:** The L<sup>3</sup> Project Director will be responsible for coordinating the communication and information sharing among the WCSD LEA, School and Partner DBDM Literacy Teams (Please see Org Chart on page 4, also in Appendix). The purpose of the **monthly LEA WCSD DBDM Literacy Team** meetings will allow for all WCSD Departments to share information about WCSD L<sup>3</sup> Project goals, objectives, and evaluation measurements, as well as to advise, strategize, and share common vision for improving literacy in the WCSD. The WCSD LEA DBDM Team will also support each L<sup>3</sup> School DBDM Literacy Team in providing and

using student assessment data in order to improve interventions and instruction. In addition, this Team will collaborate with NDOE in their plan to support DBDM.

**School and Partner DBDM Literacy Team Meetings** will occur at least monthly so teams can examine student data (both formative and summative) assessment data (see Evaluation page 35) to identify students for services, measure student progress, determine content mastery, make instructional decisions to support continuous improvement, monitor program implementation and outcomes at the student, classroom, grade, and school levels and identify professional development needs.

## **2. Assessments:**

District-wide, schools use a **Multi-Tiered System of Support (MTSS)** as a problem solving framework to meet the needs of **all** students. **Response to Intervention and Positive Behavior Interventions and Support** work together to identify, monitor, and support students based on their academic and social/emotional needs. Through this multi-tiered framework, at-risk students are monitored for both academic and social/emotional needs through universal screeners, as well as more targeted measures. These assessments will allow School DBDM teams to screen students **at risk for low literacy outcomes** (CIT, ELL, FRL, SpEd, Teen Parents), as well as **identify students (GT) who need an accelerated pace for learning in order for them to make gains in their academic achievement.**



## **3. In-Depth Diagnostics:**

School DBDM Literacy Teams will administer in-depth diagnostic assessments for identified at-risk students to allow appropriate placement within a multi-level intervention system ensuring all students are served appropriately (See Table 3).

- **ELL Assessment:** Across WCSD, the English Language Proficiency Assessment (ELPA) is a federally-mandated yearly assessment of ELLs to identify student proficiency level (reading, writing, speaking, and listening) and has elements of both social and academic language and is used to determine Annual Measureable Achievement Objective (AMAO). The Student Oral Proficiency Assessment (SOPA) is a rubric used to establish current ELLs speaking proficiency levels for students in K-6 grades. The ELL Writing Rubric is used to establish current ELL writing level: beginning, intermediate, and advanced. Middle and high school ELLs take Common Finals, a summative assessment aligned to the state standards and secondary ELL course objectives. The ELL Placement Tests (grades 5<sup>th</sup> -12<sup>th</sup>) are aligned to secondary curriculum and span the three levels of English proficiency.
- **GT Screening Assessment:** Across WCSD, some disproportionality exists between students who are identified as gifted. Some schools have few gifted students, while others have many. To address this disparity, an assessment tool, **Naglieri Nonverbal Ability Test-Second Edition (NNAT-2) (Pearson)**, will offer an accurate, culturally neutral measure of

general intellectual ability without reliance on language or motor skills. The NNAT-2 provides a norm-based score that can be used to identify students who have advanced scholastic potential, and it is particularly helpful in assessing the following students for gifted services: ELLs, those from diverse cultural backgrounds, and students who may have limited academic skills. This test can be given in a group format, is online and computer-based, and is easily incorporated into school and classroom routines. The NNAT-2 will be used to assess 2<sup>nd</sup> and 6<sup>th</sup> graders in each Vertical School Team beginning in Year 2 with the Wooster Vertical elementary schools.

<b>Table 3: In-Depth Diagnostic Assessments</b>	
<p><b><u>PreK</u></b></p> <ul style="list-style-type: none"> <li>• Ages and Stages</li> <li>• CLASS</li> <li>• PPVT</li> <li>• EOWPBT</li> </ul>	<p><b><u>Middle</u></b></p> <ul style="list-style-type: none"> <li>• MAP</li> <li>• CRTs including the Student Growth Percentile</li> <li>• ELPA</li> <li>• QSI – ELL students</li> <li>• WASI</li> <li>• UNIT</li> <li>• Curriculum-based measurements (CBM) (unit tests/student work) and other formative assessments as needed</li> </ul>
<p><b><u>Elementary</u></b></p> <ul style="list-style-type: none"> <li>• MAP</li> <li>• DRA2</li> <li>• CRTs including the Student Growth Percentile</li> <li>• ELPA</li> <li>• WASI</li> <li>• UNIT</li> <li>• CBM</li> </ul>	<p><b><u>High</u></b></p> <ul style="list-style-type: none"> <li>• MAP-9<sup>th</sup> Grade</li> <li>• Scholastic Reading Inventory (SRI)</li> <li>• Scholastic Phonics Inventory (System 44)</li> <li>• ELPA</li> <li>• QSI-ELL Students</li> <li>• HSPE</li> <li>• Battery of diagnostics from Read 180</li> <li>• WASI</li> <li>• UNIT</li> <li>• CBM</li> </ul>

#### **4. Continuous Monitoring of Student Progress/Evaluation of Effectiveness**

School DBDM Literacy Teams will have a **standardized process to examine data in order to improve practice and increase literacy achievement** to continuously monitor student progress and evaluate instructional effectiveness. This process will include criteria and guidelines for placing students in interventions and enrichment activities aligned with the MTSS framework. In **Year 1, these criteria and guidelines will be established** under the guidance of the WCSD LEA DBDM Literacy Team and the Offices of Accountability and School Performance. Also, the **MTSS Coordinator (additional contract days)** will assist in development of this standardized process to coordinate cross-functionality to ensure schools receive the coaching, technical assistance and professional development to understand this process. A **Data Analyst** will be available to provide ongoing technical support to all DBDM Literacy Teams to ensure teams have the capacity to use the standardized process. To enhance ease and use of student achievement monitoring tools, the Office of Accountability is currently developing an interactive iPhone/iPad application to host all data tools on a secure server which will allow DBDM Literacy Teams to examine data anywhere an Internet connection is available. **The Ed Tech and Data Analyst will provide training workshops for all DBDM Literacy Teams on the use of these tools and iPad/iPhone applications.**

**Goal 4** – Strengthen existing and create new partnerships among early literacy programs, schools, libraries, family literacy programs, and community organizations to improve literacy for all children birth through grade 12.  
**(Competitive Preference Priority 1: Family Literacy Programs)**

<u>Objectives</u>	<u>Milestones/Outcomes</u>	<u>Measurements</u>
<p>4.a. Strengthen outreach and expand resources for families with children birth through age 5 who are at risk of not developing language skills necessary for literacy.</p> <p>Aligns with: NSLP Elements 4, 5</p>	<ul style="list-style-type: none"> <li>• Parents will receive a monthly newsletter <i>Just in Time Parenting</i> that provides information about developmental milestones and language development.</li> <li>• Parents will receive face-to-face instruction to model practices and discuss developmental milestones.</li> <li>• Parents will receive training through <i>Family Storyteller</i> and <i>Just in Time Parenting</i> to learn the foundational skills children need when they enter school and on how to enhance their child’s language and literacy skills during normal routines and through special language learning activities.</li> <li>• Parents will receive training through <i>Family Storyteller</i> on how to read books with their children and on how to carry out additional language/literacy activities that enhance children’s foundational reading, writing, listening, viewing, speaking, presenting, and critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Phone interviews, focus groups, pre-post surveys with parents about gains in knowledge, and application of knowledge in the home to support child’s literacy growth and behaviors supporting literacy at home, as well as perceptions of the quality and utility of the materials provided</li> <li>• Children will complete pre- and post-tests using standardized instruments where available and specially designed instruments where needed to assess language/literacy gains</li> <li>• CLASS, ELLCO, and DRA2 for Kindergarteners and PreK students. Quasi-experimental design to compare status and growth scores longitudinally between students who families received early literacy outreach and a matched sample (matched on demographics, baseline literacy and achievement scores) of students from throughout the district whose families did not receive early literacy outreach.</li> <li>• Attendance logs</li> </ul>
<p>4.b. Expand resources for family literacy K-12 tied to the Common Core State Standards</p> <p>Aligns with: NSLP Elements 4, 5</p>	<ul style="list-style-type: none"> <li>• Family literacy materials including tip sheets, videos and podcasts will be developed for grades K-12.</li> <li>• Multi-media materials for K-12 will be available on WCSD, Parent University, and UNCE websites.</li> <li>• Individual personal devices will be available to families at the targeted schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Phone interviews, pre and post surveys with parents about gains in knowledge, and application of knowledge in the home to support child’s literacy growth</li> <li>• Quasi-experimental design to compare status and growth scores on the DRA, MAP literacy, Reading CRT, and HSPE between students who received personal devices and matched sample (Matched on demographics, baseline literacy and achievement scores) of students from throughout the district whose families did not receive personal devices.</li> </ul>

**Goal 4 – Strengthen existing and create new partnerships among early literacy programs, schools, libraries, family literacy programs, and community organizations to improve literacy for all children birth through grade 12.  
(Competitive Preference Priority 1: Family Literacy Programs)**

<u>Objectives</u>	<u>Milestones/Outcomes</u>	<u>Measurements</u>
<p>4.c. Build the capacity of schools to share data with families and establish learning goals with families tied to student achievement data.</p> <p>Aligns with: NSLP Elements 4, 5, 6</p>	<ul style="list-style-type: none"> <li>• Teachers and Parent Involvement Facilitators (PIFs) will receive support by participating on the School DBDM Literacy Teams to tie outreach and support of families to student achievement data, specifically DRA2 and MAP.</li> <li>• Targeted families will be reached with support materials for learning at home.</li> </ul>	<p>PIF Tab Data in Infinite Campus.</p> <ul style="list-style-type: none"> <li>• Surveys and interviews with families will track the families’ change of knowledge in how to support their child’s literacy learning.</li> <li>• Campus student information system will track the number of target families reached.</li> <li>• DRA2 and MAP Data</li> <li>• Quasi-experimental design to compare status and growth scores on the DRA, MAP literacy, Reading CRT, and HSPE between students who received personal devised and matched sample (Matched on demographics, baseline literacy and achievement scores) of students from throughout the district whose families did not receive outreach.</li> </ul>
<p>4.d. Increase the capacity of families Birth-12 to support literacy learning at home while coordinating community family literacy programs including a partnership with the Washoe County Library System.</p> <p>Aligns with: NSLP Element 4</p>	<ul style="list-style-type: none"> <li>• Create new family literacy classes to be offered for families as part of the WCSD Parent University.</li> <li>• Offer monthly family field trips to WC Libraries to be offered as part of Parent University.</li> <li>• Expand library programming and include classes as part of Parent University.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent University evaluation will measure parents’ increase/decrease in knowledge, usefulness of information and quality of class.</li> <li>• PIFs can track families who attend in Infinite Campus.</li> <li>• Quasi-experimental design to compare status and growth scores on the DRA, MAP literacy, Reading CRT, and HSPE between students who received personal devised and matched sample (Matched on demographics, baseline literacy and achievement scores) of students from throughout the district whose families did not receive outreach.</li> </ul>

**Outreach and Literacy Support for Families with Children Birth – 12<sup>th</sup> Grade**

The need for children to develop language and literacy skills from birth through age five has been clearly documented in recent birth-five brain research. Infants and toddlers who live in poverty, whose parents have low educational attainment, are English Language Learners, and

who are not connected to early childhood programs, are most at-risk of having developmental delays in language and literacy. These documented development delays affect readiness for Kindergarten and the skills needed to begin reading in Kindergarten (Oscar et al., 2010; Snow, Burns & Griffin, 1998). There is also a great need for parents to understand their child's literacy growth from Birth-12<sup>th</sup> grade. **WCSD Family-School Partnerships Department** will work with its partners, **University of Nevada Cooperative Extension (UNCE)** and **Washoe County Library System (WC Libraries)** to develop comprehensive family literacy supports for Birth-12<sup>th</sup> grade.

1. ***Just In Time Parenting* newsletters (page 26-27)**
2. ***Family Storyteller* (page 27)**
3. **Development of PreK-12 Family Literacy Support Tip Sheets (page 27)**
4. **P-3 Targeted Family Support (pages 27-28)**
5. **Expansion of Parent University (page 29)**

### **1. *Just in Time Parenting Newsletters (JITP):***

UNCE will hire and train an **Early Family Literacy Engagement Facilitator (EFLEF)** to recruit targeted families (through HAWC, Washoe Pregnancy Center, schools, other programs and agencies) and travel to these families to help them register for *JITP*, UNCE's nationally developed research-based newsletter. Available in both English and Spanish and timed to each child's birth date, *JITP* is sent to parents by mail or electronically every month during the first year of their child's life and every other month from 13 to 48 months. The EFLEF will work with individual families or groups of families to demonstrate how to assess their children's development using the milestones provided in the newsletters, direct them to community resources if children are developmentally delayed, and draw their attention to and model how to build their children's language/literacy skills using articles in the newsletters. UNCE services include the EFLEF, as well as printing and mailing the newsletters. *JITP* is a nationally-developed Extension newsletter with research and evidence-based information and may be sent by mail for at-risk families and delivered electronically for computer-literate parents. Numerous evaluations have found the newsletters are effective in helping parents gain new knowledge and parenting information for use with their children.

### **2. *Family Storyteller:***

UNCE faculty will train the **Early Family Literacy Engagement Facilitator** to deliver three versions of this award-winning family literacy program for parents and their preschool children (Low-literacy English, Spanish, and ELL). Each six-week series helps parents learn how to read books with their children and carry out literacy-enhancing activities at home. The EFLEF will offer additional programs for families whose children are not in the Nevada PreK Program and are not yet involved with Parent University. **UNCE will develop an additional family literacy curriculum version of *Family Storyteller* for Infant/Toddler in English and Spanish.**

This Infant/Toddler version will be at least four weeks long. This will include selection of books (and clearing rights), research to verify language/literacy book reading and language building skills, lesson plans, hand-outs, and related curriculum components. UNCE will also provide books and materials needed to carry out the workshops and books for families in order to increase early literacy activities at-home libraries.

### **3. PreK-12 Literacy Tip Sheets:**

To help vulnerable readers, UNCE will work with WCSD to develop a family literacy resource repository for school staff to use with targeted families. UNCE will hire a **Graduate Assistant** who will meet with WCSD to learn of current assessment strategies (e.g. DRA2) and the ways parents can help children who have identified problems or who are performing significantly above grade level. The Graduate Assistant will also find research and best practice literature related to ways families can support children's literacy competence, search for currently available materials, and design Tip Sheets for P-3, 3-5, 6-8, 9-12, which will be reviewed by WCSD. UNCE will work with teachers and PIFs to plan and implement use of the Tip Sheets. To accompany these Tip Sheets, **podcasts** (i.e. instruction and book read-aloud) and **videos** (i.e. model how families can use the Tip Sheets with their children) will be developed and used with families who need auditory and visual support in order to gain a deeper understanding of how to support literacy at home. **WCSD Family-School Partnerships Department will hire a translator to translate all materials created into Spanish. Personal electronic devices, (iPad Touches)** will also be purchased by WCSD Family-School Partnerships Department and placed at schools for families that do not have access to the Internet at home to check out.

### **4. P-3 Targeted Family Support:**

While WCSD elementary schools provide literacy workshops for families at monthly Parent Involvement Facilitators (PIF) professional development sessions, PIFs report that the families who need this information the most often do not attend. Conversely, families that do attend report they don't often receive specific information tied to their child's academic performance. The **P-3 Targeted Family Support** initiative will address this population by using data and family literacy materials tied to the CCSS and the Nevada PreK Standards to provide direct outreach to families who have students below grade level in language arts.

Under the direction of the Administrator of WCSD Family-School Partnerships Department, two **Family Literacy Specialists, who will be members of each of the five elementary school's DBDM Literacy Teams, will work with teachers and Title I PIFs** to build capacity in creating strong relationships between schools and families. One Family Literacy Specialist will work with teachers and PIFs to examine student assessment data in order to identify those students who many need stronger family literacy support. The Family Literacy Specialist will support the PIFs in meeting with families' face- to-face to explain student data and provide and model bilingual family literacy materials including Tip Sheets, videos and podcasts tied to the CCSS and Nevada PreK Standards. The Family Literacy Specialist and the PIF will help families set literacy goals (every two months). Data regarding which families are reached will be captured on the PIF tab of the Infinite Campus student information system. The PIF tab will link support provided to the families and student achievement data for each individual student. The other Family Literacy Specialist will provide families appropriate ELL strategies and will work with targeted families in the area of bilingual literacy development.

## **5. WCSD Parent University Expansion–Partnership with Washoe County Library System:**

During the 2011-12 school year, the WCSD Parent University was launched with a catalog of more than 240 free classes offered to families throughout the community and taught by more than 20 community partners. Each class offers childcare and interpreters to reduce barriers for families to attend. Although Parent University has been successful in supporting families with knowledge on how to support student learning, many families have expressed the desire for continued learning opportunities on topics such as literacy. Parent University currently includes *Family Storyteller* for PreK and *Promoting Literacy with Your Child*, a family literacy class geared toward elementary level students.

A current partner of Parent University is the Washoe County Library System (**WC Libraries**). WC Libraries personnel currently teach classes in schools about resources offered at libraries and hosts *Family Storyteller* classes at public library sites. Many families in Washoe County struggle with transportation to, and knowledge of, public libraries. **Partnership with WC Libraries will be expanded by hosting a two-part series of classes at all L<sup>3</sup> targeted schools.** The first class will be taught at the school by WC Libraries personnel and will be an introduction to library resources and how to support literacy at home. The second class will be a **family field trip to the closest library to the L<sup>3</sup> Vertical.** The field trip will introduce families to library resources and programming and help families obtain a library card. **Transportation will be provided for parents and their children to eliminate this barrier for many WCSD families.** (Qualitative data from monthly Professional Development Sessions with PIFs strongly indicate *transportation to school activities* is a *prominent barrier for parent participation*). **WC Libraries Coordinator of Community Collaborations and Programming** will work with the Family-School Partnerships Department to expand workshops for families in the targeted schools and work with existing PIFs to reach out to families. Table 4 below lists the expansion of literacy classes for families through WCSD Parent University. Some of these courses will be held at WC Libraries and some at the targeted schools.

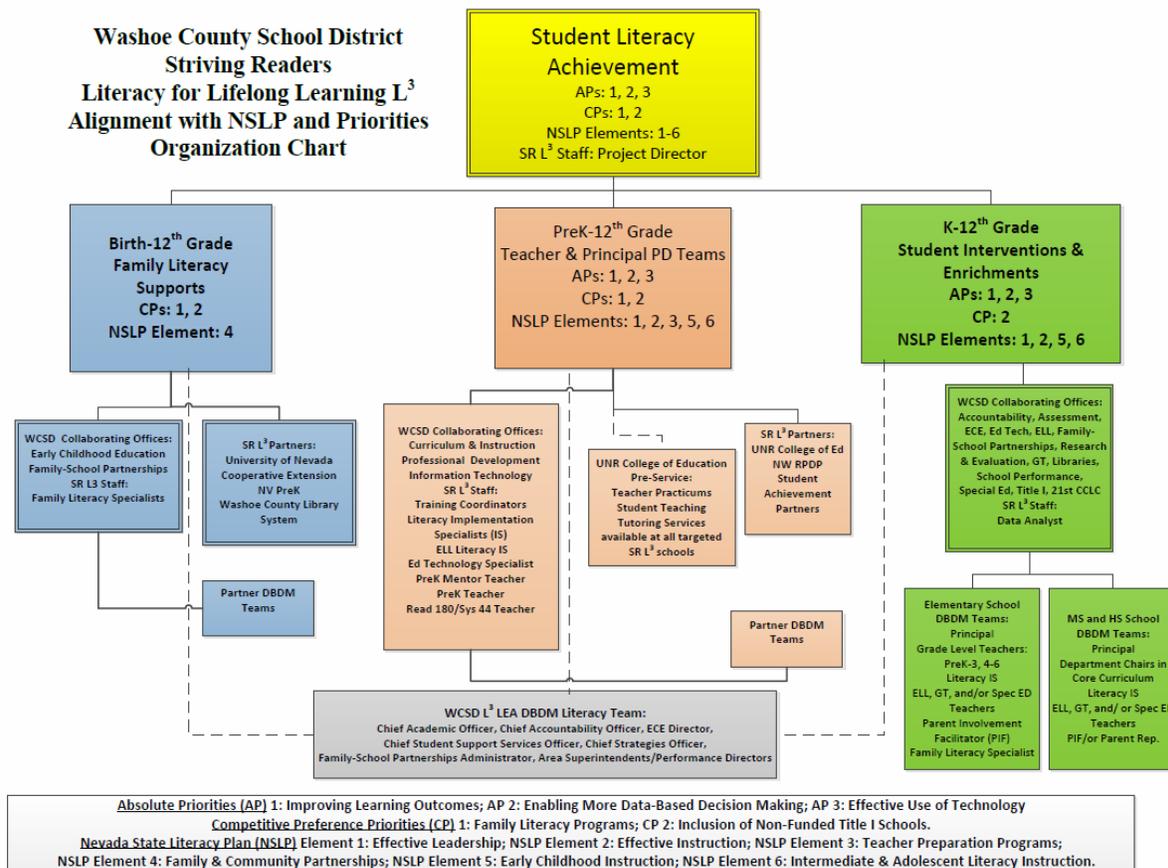
<b>Age/Grade Level:</b>	<b>Class Title:</b>	<b>Developed by:</b>	<b># of Times Offered per Year:</b>	<b>Location</b>
Ages 0-3	Family Storyteller – Birth through 3*	UNCE	4 times/annually	Schools
Ages 3-5	Family Storyteller – 3-5	UNCE	4 times/annually	Schools
Kindergarten	First Teacher – Reading*	WCS D C&I, WCS D Volunteer Services	4 times/annually	Schools
Kindergarten	First Teacher – Writing*	WCS D C&I, WCS D Volunteer Services	4 times/annually	Schools
Ages 4-6	Going from Learning to Read to Reading to Learn*	WCS D C&I	6 times/annually	Schools
Middle	Literacy Across the Curriculum – What it Means to be Literate in Middle School*	WCS D C&I	4 times/annually	Schools
High	Understanding Academic Vocabulary, Learning Academic Vocabulary as Language Acquisition*	WCS D C&I	4 times/annually	Schools
All	Teaching Native Language Literacy for Parents	WCS D ELL Department	2 times/annually	Schools

Table 4: Parent University Expansion of Family Literacy Classes				
Age/Grade Level:	Class Title:	Developed by:	# of Times Offered per Year:	Location
All	Washoe County Library System: Keeping you Connected**	WC Libraries	14 times/annually	Schools
All	Family Field Trips to the WC Libraries*	WC Libraries	14 times/annually	WC Libraries

\* New class titles    \*\* Existing titles, expanded offerings

## Alignment to the Nevada State Literacy Plan (NSLP)

The Organization Chart below shows the connection of the major functions of the **L<sup>3</sup> Project** to improve student achievement in literacy: 1) Birth-12<sup>th</sup> Grade Teachers/Principal Professional Development; 2) Student Interventions/ Enrichments based on work of the School, Partner, and LEA DBDM Literacy Teams; and 3) Family Literacy Supports, and how the **L<sup>3</sup> Project** aligns with and correlates to SR Absolute Priorities, Competitive Preference Priorities, and the Nevada State Literacy Plan. This Chart also illustrates how the **L<sup>3</sup> Project** is strongly tied to WCSD's Strategic Plan, district-wide programming, student/family services, and to other state and federal funding sources.



## **NSLP Element 1 Effective Leadership:**

This element is directly linked to *Envision WCSD 2015* Goal 1: Provide continued academic success for every student, Goal 2: Recruit and support highly effective personnel, and Goal 5: Align performance management systems. Key personnel for the **L<sup>3</sup> Project** will work collaboratively with the: 1) Office of Academics; 2) Office of Student Support Services; 3) Office of State and Federal Programs; 4) Office of School Accountability; and 5) Office of Information Technology, and its reporting departments to support the WCSD L<sup>3</sup> Program. The WCSD LEA DBDM Team will take a leadership role in monitoring L<sup>3</sup> Vertical Schools' progress, evaluation of instructional effectiveness, and will work closely with WCSD partners (NW RPDP, Student Achievement Partners, UNCE, UNR College of Education, and WC Libraries) to ensure services proposed in this **L<sup>3</sup> Project** are carried out. All professional development is designed under the *Train the Trainer* model which will provide sustainability and continuity as this **L<sup>3</sup> Project** is rolled out to schools across the District. The WCSD LEA DBDM Literacy Team along with the Project Director and program personnel will also seek the guidance of the P-3 Council and the Parent Involvement Council (PIC) to further guide execution of the **L<sup>3</sup> Project** design.

The WCSD's Strategic Plan, *Envision WCSD 2015 Investing In Our Future*, provides the framework for strong leadership at all levels in WCSD. *Envision WCSD 2015* focuses on accountability and results (Goal 5), student achievement (Goal 1), accessibility for families and the community (Goal 3), and alignment of departmental support (Goal 2). The Plan details clear expectations about student achievement through the use of data and includes strategies for every department to support schools and students. The five **goals** of the Strategic Plan are:

- 1) **Provide continued academic success for every student;**
- 2) **Recruit and support highly effective personnel;**
- 3) **Engage families and community partners;**
- 4) **Value and strengthen a positive, self-renewing culture; and**
- 5) **Align performance management systems.**

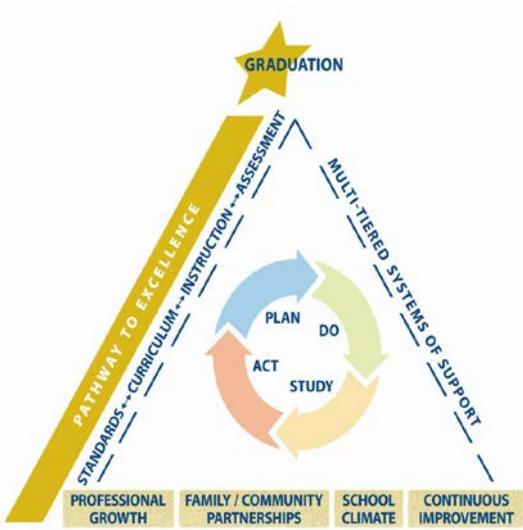
WCSD's core belief is all students have the ability to learn and be successful; thus it is WCSD's responsibility to ensure *every* student is challenged to learn at or above grade level, thereby eliminating the achievement gap and raising student achievement for all subgroups. Major reforms currently underway in WCSD include aggressive goals centered on **improving teaching (Teaching Incentive Fund Grant [TIF]), learning and family involvement (High School Graduation Initiative Grant [HSGI]),** the adoption of the **Managed Performance Empowerment Theory of Action, standards-based curriculum aligned with the CCSS, The Pathway to College and Highly-Skilled Career Readiness (Signature Academy Programs), a zone support structure, WIDA, and school-site initiatives** all lead to improved academic student achievement. WCSD has also adopted World Class Instructional Design and Assessment which supports academic language development and academic achievement for linguistically diverse students through a focus on high quality standards, assessments, research and professional development for educators. These initiatives align to the NSLP and the Nevada SRCL Grant.

**Use of other funding sources:** A key component of WCSD reform strategy leading to significant changes in all schools is its utilization of a variety of District resources to enhance

instruction through professional development for teachers and leaders including: Title II-A; Teacher Mentoring and Implementation Specialists; P-3 Council; TIF, Title I, Title III, HSGI, and CASEL (The Collaborative of Academic Social and Emotional Learning).

**NSLP Element 2 Effective Instruction:**

This element is directly linked to *Envision WCSD 2015* Goal 1: Provide continued academic success for every student, Goal 2: Recruit and support highly effective personnel, and Goal 5:



Align performance management systems. School, Partner, and WCSD LEA DBDM Literacy Teams will work together to effectively use summative and formative assessment data, and in-depth diagnostic tools to monitor student progress and school’s overall progress. The focus of the PreK-12<sup>th</sup> grade teacher job-embedded professional development in this **L<sup>3</sup> Project** will enable teachers to be more effective once they gain deep understanding of the instructional shifts and how they influence literacy understanding for students PreK-12<sup>th</sup> grade and across all core content areas. Under *Envision WCSD 2015*, **The Pathway to College and Highly-Skilled Career Readiness** establishes a set of common, ambitious, concrete goals for everyone involved with Washoe County schools--students, parents, teachers,

principals, administrators and other school staff. To further enhance an education system, the Teaching and Learning Framework has a process for continuous improvement. The **Plan Do Study Act (PDSA)** process serves as an engine in elevating student achievement. A **Multi-Tiered System of Support (MTSS)** within the Teaching and Learning Framework reflects a concentrated effort to provide for students’ individual academic, social, and emotional needs. The WCSD is committed to giving all teachers the tools and strategies they need to work effectively with every student so each child can reach his/her potential. The Framework provides the foundation for instructional excellence. It outlines the most essential components of teaching and learning and provides educators the flexibility to exercise their professional judgment to ensure their students’ success along The Pathway. Additionally, WCSD strongly believes the **SEL Core Competencies** (Self-Awareness and Social Awareness, Self-Management, Relationship Skills and Responsible Decision Making) are a critical part of a student’s education, and contribute significantly to graduating “career and college ready.”

**Use of other funding sources:** A key component of the WCSD reform strategy leading to significant changes in all WCSD schools is its utilization of a variety of District resources to enhance instruction through professional development for teachers and leaders including: Title II-A Teacher and Principal Training and Recruiting Fund; New Teacher Induction and Mentoring Program; Implementation Specialists; TIF, and CASEL.

### **NSLP Element 3 Teacher Preparation Programs:**

This element is directly linked to *Envision WCSD 2015* Goal 2: Recruit and support highly effective personnel. The UNR College of Education has played a critical role in the PreK-12<sup>th</sup> grade teacher professional development of the **WCSD L<sup>3</sup> Project**. Through this strong collaboration, the Wooster, Hug, Reed, and Galena Vertical Schools will provide a rich experience for UNR College of Education pre-service teachers in practicums, tutoring K-12 students in literacy strategies, and student teaching. These Vertical Schools will give pre-service teachers a place to put their knowledge of literacy instruction into practice and also give them an opportunity to work with master teachers who have mastered the Six Instructional Shifts across all core content areas. WCSD has the support of the UNR College of Education (policy level) in making changes to the pre-service content delivery (use of technologies) and content (strategies that align with CCSS).

**Use of other funding sources:** UNR College of Education receives funding from many private foundations to support the educational needs of pre-service and in-service teachers.

### **NSLP Element 4 Family and Community Partnerships:**

This element links directly to the *Envision WCSD 2015* Goal 3: Engage families and community partners. WCSD believes shared partnerships in literacy create a strong foundation for all our students. Within the WCSD Family-School Partnerships Department there are many community partners including WC Libraries and UNCE. These partnerships provide services to families to support literacy in the home. Through the creation of the Parent University, which enjoys the partnership of more than 20 community-based organizations, parents can enroll in free classes under five key areas: *Supporting Learning and Navigating the System; Leadership and Advocacy; Parenting; Family Health and Wellness; and Parents' Personal Growth and Development*. Parent University has a variety of literacy classes for parents of children Birth-12<sup>th</sup> grade and will provide the framework for parents to be advocates for their child's literacy development. Family-School Partnerships Department is guided by the Parent Involvement Council (PIC) comprised of parent community members and WCSD staff. The PIC has been instrumental in developing family engagement programs within WCSD including professional development for principals on how to better engage their families and developing parent surveys to better understand the climate at WCSD schools. Finally, WCSD Family Resource Centers (five WCSD sites) provide services for families supporting their children so they can achieve in school through case management and basic needs (food, clothing, shelter).

**Use of other funding sources:** Key components of the WCSD in support of family partnerships and community collaborations making significant changes in all WCSD schools include funding through: Title I, McKinney-Vento, Title IV-B, HSGI, Washoe K-12 Education Foundation.

### **NSLP 5 Early Childhood Literacy Instruction:**

This element is directly linked to *Envision WCSD 2015* Goal 1: Provide continued academic success for every student, Goal 2: Recruit and support highly effective personnel, and Goal 3: Engage families and community partners. All professional development designed for **WCSD L<sup>3</sup> Project** is directly linked to Early Childhood Education (ECE) Programs which serve

approximately 500 children ages six weeks to five years in age. The WCSD ECE program consists of Infant and Toddler classrooms, PreK Classrooms and the Classroom on Wheels (Cow Bus). Children who meet the program criteria are able to qualify for the program. The enrollment criteria are determined by the grants funding the program. The four criteria are based on a child's age, family income, zoned neighborhood school, and whether the child is an ELL. Children in Transition children are given priority. The ECE Program provides quality PreK education at 18 different schools throughout WCSD. Additionally ECE provides a multi-age classroom for families at the Homeless Shelter. This classroom provides care for infants through PreK children. This program has a parenting education component. Parents are required to attend play groups to learn to strategies to learn parenting techniques. The P-3 Council and the pilot P-3 program at Kate Smith Elementary School are developing key strategies for the coordination of instruction and student transitions between pre-school and elementary school.

**Use of other funding sources:** Key components of how WCSD carries out early childhood literacy instruction initiatives include funding through: Nevada PreK, Title I, McKinney-Vento, HSGI (Teen Parents), P-3 Council.

### **NSLP Element 6: Intermediate and Adolescent Literacy Instruction:**

This element is directly linked to *Envision WCSD 2015* Goal 1: Provide continued academic success for every student, and Goal 2: Recruit and support highly effective personnel. With the focus on the Six ELA Instructional Shifts and the adoption of the Common Core, the support for intermediate and adolescent literacy is paramount in order for students to achieve academic success. The WCSD **L<sup>3</sup> Project** intentionally selects four Vertical School Teams in order to create a continuous conversation and best practice of literacy strategies across grade levels and core content areas with PreK-12<sup>th</sup> grade teachers. Transitions between **PreK to 3<sup>rd</sup> grade, 5<sup>th</sup> - 8<sup>th</sup> grade, and 8<sup>th</sup> - 9<sup>th</sup> grade** are critical to providing continuity of instruction to students and professional development to staff. K-12 teacher professional development focuses on instructional strategies along The District's Pathway by identifying catalytic leverage points and important milestones for student success creating a "value chain" linking teachers'/ administrators' work across grade levels and schools. This **L<sup>3</sup> Project** targets students who are at-risk of not improving their literacy skills, as well as the needs of advanced students who require instruction that motivates and challenges them to remain engaged in learning.

**Use of other funding sources:** Key components of how WCSD carries out intermediate and adolescent literacy instruction initiatives include funding through: Title I, McKinney-Vento, HSGI (Teen Parents), Title III, CASEL, State Education Technology Grant, P-3 Council.

## Evaluation

An **external evaluator** will conduct a comprehensive, mixed-method evaluation of the **L<sup>3</sup> Project** to measure progress on meeting stated objectives. The evaluation will rely on qualitative (key stakeholder interviews, focus groups, classroom/meeting observations) and quantitative data (student achievement data, student work, surveys, archival data analysis, classroom observations) to inform formative and summative evaluation efforts to respond to three overarching evaluation questions: 1) What is the **L<sup>3</sup> Project's** progress in meeting goals and objectives and what are the barriers encountered?; 2) How well does the **L<sup>3</sup> Project** infrastructure adhere to the proposed practice model?; and, 3) How do the project activities result in improved outcomes among the populations served?

Throughout the grant, the external evaluator will compile formative evaluation data to assess: 1) Fidelity to the **L<sup>3</sup> Project**; 2) Barriers to successful implementation; and 3) Sustainability and future scalability of the **L<sup>3</sup> Project** model. Formative data collection measurements will include surveys, key stakeholder interviews, classroom and meeting observations, and other data sources as needed.

The evaluator will also be charged with assessing summative outcomes including:

- 1) Growth in student achievement and attainment of yearly targets across all student populations;
- 2) Changes in instructional practices to align with CCSS content and pedagogy;
- 3) Success in implementing and maintaining strong assessment, data review, and intervention processes and supports; and
- 4) Intergenerational literacy development and achievement.

The external evaluator will work closely with the **L<sup>3</sup> Data Analyst**, Project Director, and the WCSD Office of Accountability to compile data to report to the WCSD DBDM Literacy Team on a bi-annual basis. The evaluation will rely on a quasi-experimental design to measure changes in status and growth scores on relevant achievement measures between students impacted by **L<sup>3</sup> Project** efforts and appropriate matched comparison student groups not impacted by **L<sup>3</sup>** efforts. Student achievement outcomes will be disaggregated by vertical strand, school site, grade level, student populations (CIT, ELL, FRL, GT, SpEd, Teen Parent/their children), and intervention strategies to ensure **L<sup>3</sup>** efforts and programs are effective across all student groups.

Alignment of instructional practices with the CCSS will be measured through pre-post surveys, Teacher Evaluation Rubric scores (see Appendix), classroom observations of teacher and student behaviors (e.g. proportion of text-dependent questions asked by teachers, complexity of students' responses to questions), and archival analyses of lesson plans and student work to measure integration of CCSS content into the classroom (e.g. measuring the proportion of informational vs. narrative reading students do at each grade level, complexity of texts students use in their classroom, proportion of writing students do in each genre).

Quality of DBDM Literacy Team infrastructure and processes will be assessed through observation of School DBDM Literacy Team meetings, data compiled from the NCRTI Rubric (see Appendix) on schools' screening, monitoring, and intervention practices, and analyses of student achievement data. Intergenerational literacy development and achievement will be measured through attendance logs, focus groups and surveys with attendees of parent and family courses and users of family literacy resources to assess satisfaction, changes in parenting behaviors, and self-efficacy to implement practices learned.