

BROWARD COUNTY PUBLIC SCHOOLS FIRST GRADE LEVELED LITERACY INTERVENTION INITIATIVE

PROPOSAL RATIONALE:

Third grade is a pivotal year for student's reading comprehension. Research shows that students who enter grade 4 reading below grade level are at greater risk of academic failure and are less likely to graduate from high school or gain a postsecondary credential. Over the past few years, state policymakers have made the improvement of third grade literacy a priority. (Education Commission of the States (ECS-November 2013). *2013 Legislative Session: P-3 Policies*. www.ecs.org)

Young learners require close and frequent progress monitoring of their literacy development during the early years to ensure quick identification of intervention needs related to their foundational literacy skills. Once a deficiency is identified, it is imperative that implementation of a strategic, intensive intervention begin immediately to prevent falling too far behind in literacy development.

In Broward elementary schools the number of young learners who are striving to reach proficiency in literacy has remained steady for the past several years. This stagnant trend needs to be reversed so that more primary level students (K-2) become proficient in literacy providing them a better chance of maintaining that achievement level through high school and beyond.

The following three charts represent longitudinal Florida Assessments for Instruction in Reading (FAIR) data for Broward K-2 students. These FAIR data indicate consistent scores at each grade level for each assessment period across the three years (2011-12, 2012-13, 2013-14). For example, kindergarten scores for Assessment Period (AP) 1 were consistent for each AP1 in kindergarten across all three years. The same is true for each AP at each grade level when compared across all three years.

For each specific grade level (K, 1, 2), the FAIR data also indicate an increase in students achieving in the high success zone with a decrease in students achieving in the moderate and low success zones when measured from AP1 to AP2 to AP3. As an example, the number of second grade students achieving in the high success zone grew in number from AP1 to AP2 to AP3, while the number of students achieving in the moderate and low success zones diminished in number from AP1 to AP2 to AP3.

The FAIR data additionally indicate that the percentage of students achieving in the high success zone was greater at the kindergarten level than at the first and second grade levels. Following this pattern, the high success zone was represented with higher percentages of students in first grade than in second grade. The data also represent an increase in students achieving at the moderate success zone and low success zone at each next grade level. The highest percentage of students achieving in the moderate success zone and low success zone occurs in second grade and the lowest in kindergarten.

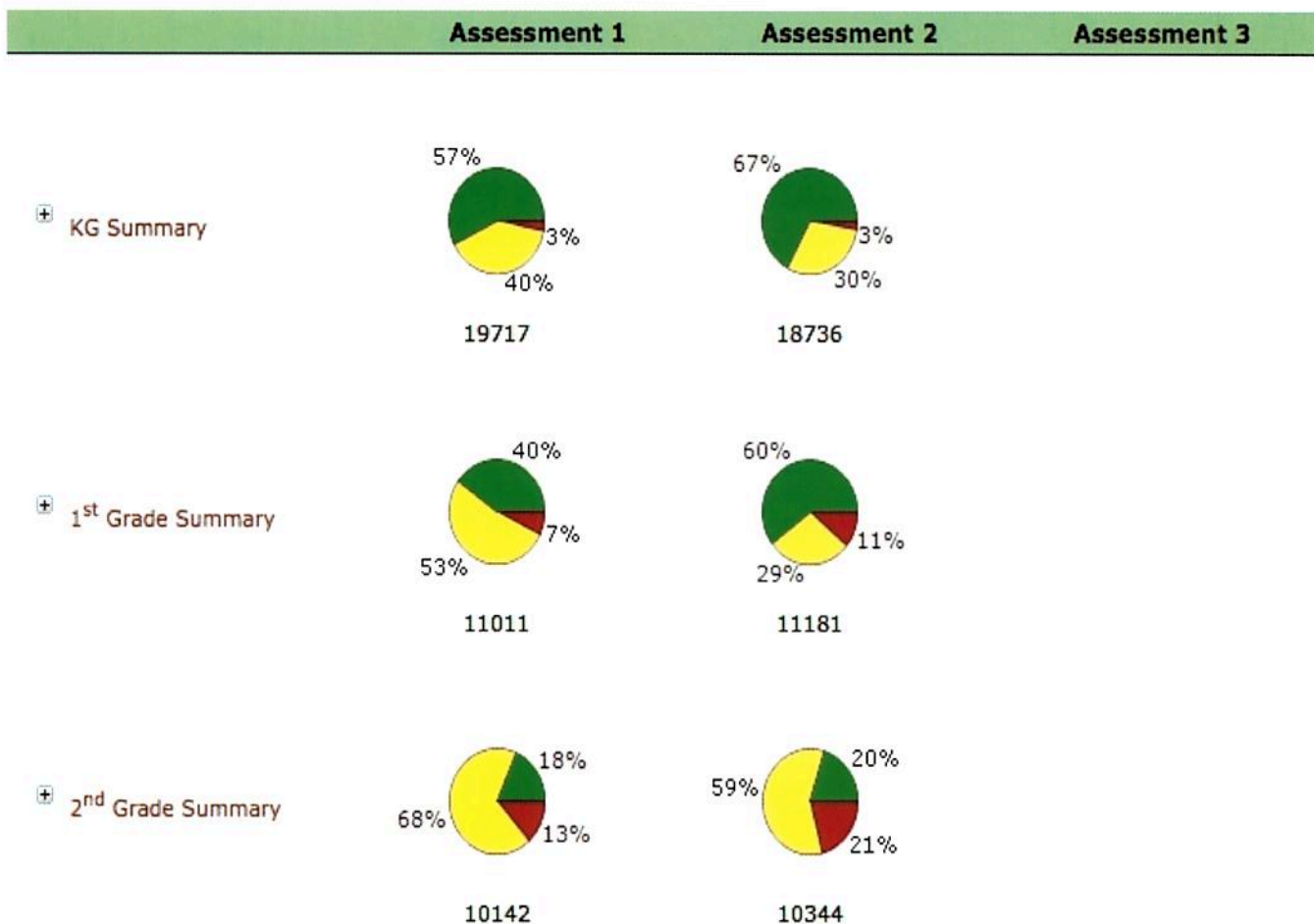
Although the FAIR data demonstrate that students are progressing from AP1 to AP2 to AP3 across any given grade level within one school year, this is not sufficient progress. The combination of flat level scores across three years and the fact that progress is in decline as students move to the next grade level from kindergarten to first grade to second grade, there needs to be more effective instructional practices in place to decrease the number of students who continue to struggle in their literacy development.

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Broward K-2 FAIR Data for 2013-14 AP1 and AP2

District Success Zone Report			2/23/2014 11:23 AM
District: Broward	School: All	Calendar: All	
Grade: K-2	Teacher: All	Class: All	
Student(s): All	School Year: 2013-2014	Assessment Period: All	
Assessment Type: All	Task: All	Score Type: All	
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High Success Zone (green) predicts student should have an 85% or > chance of success on Year-End Outcome measure.

Moderate Success Zone (yellow) predicts student should have a 16-84% chance of success on Year-End Outcome measure.

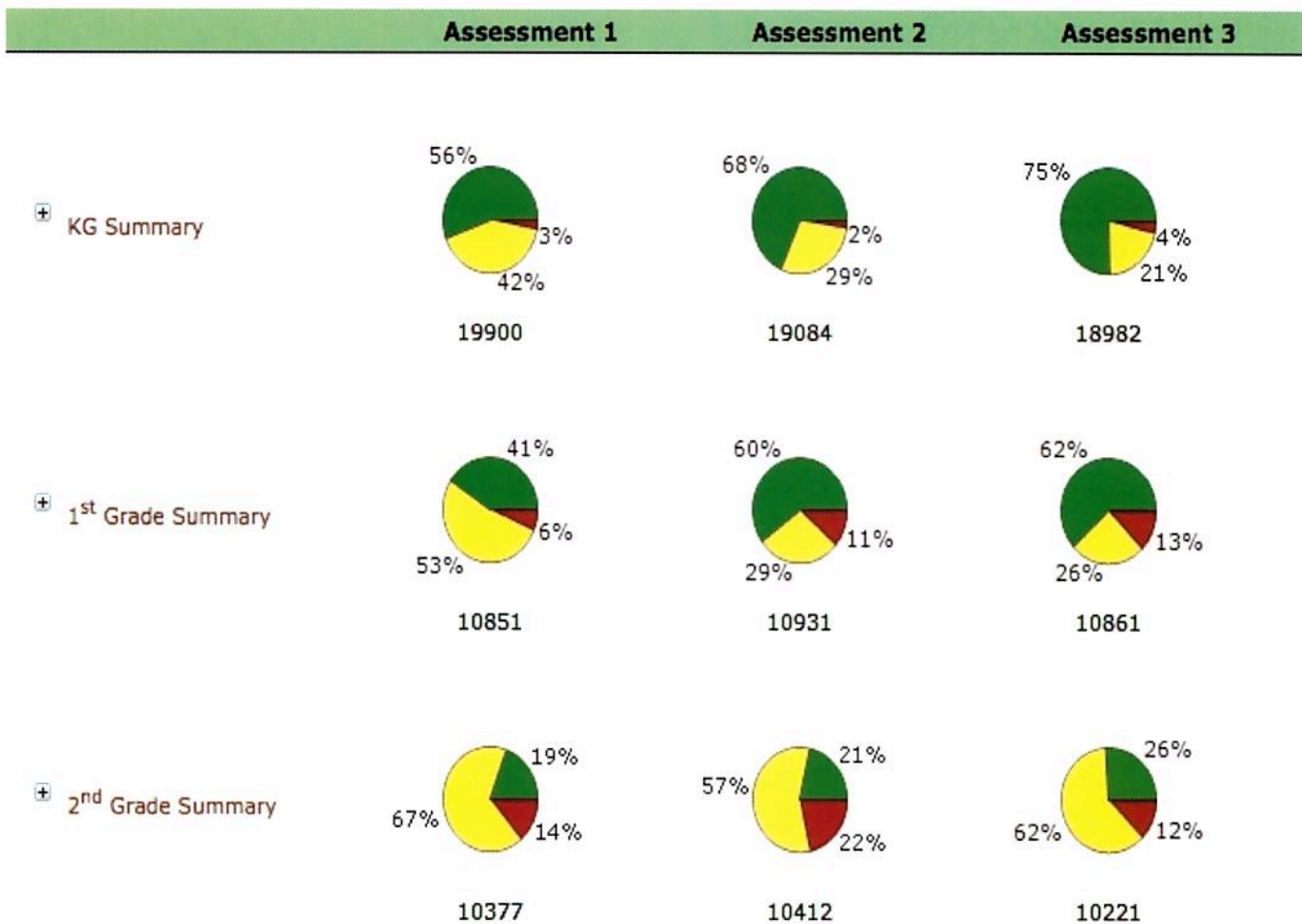
Low Success Zone (red) predicts student will have a 15% or < chance of success on Year-End Outcome measure.

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Broward K-2 FAIR Data for 2012-13 AP1, AP2, and AP3

District Success Zone Report			2/23/2014 11:34 AM
District: Broward	School: All	Calendar: All	
Grade: K-2	Teacher: All	Class: All	
Student(s): All	School Year: 2012-2013	Assessment Period: All	
Assessment Type: All	Task: All	Score Type: All	
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High Success Zone (green) predicts student should have an 85% or > chance of success on Year-End Outcome measure.

Moderate Success Zone (yellow) predicts student should have a 16-84% chance of success on Year-End Outcome measure.

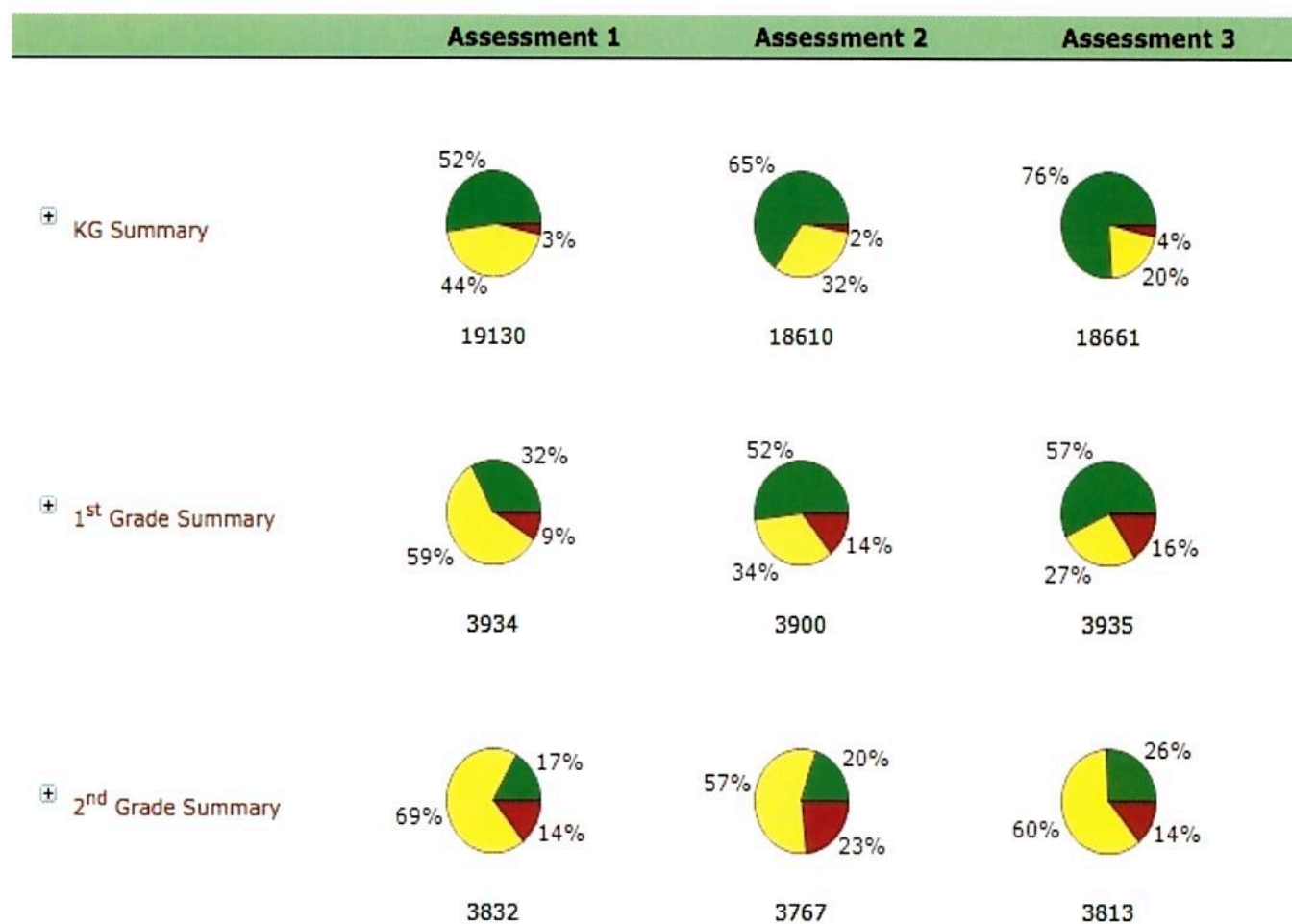
Low Success Zone (red) predicts student will have a 15% or < chance of success on Year-End Outcome measure.

BROWARD COUNTY PUBLIC SCHOOLS FIRST GRADE LEVELED LITERACY INTERVENTION INITIATIVE

Broward K-2 FAIR Data for 2011-12 AP1, AP2, and AP3

District Success Zone Report			2/23/2014 11:41 AM
District: Broward	School: All	Calendar: All	
Grade: K-2	Teacher: All	Class: All	
Student(s): All	School Year: 2011-2012	Assessment Period: All	
Assessment Type: All	Task: All	Score Type: All	
Click Here to Print this Report			

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High Success Zone (green) predicts student should have an 85% or > chance of success on Year-End Outcome measure.

Moderate Success Zone (yellow) predicts student should have a 16-84% chance of success on Year-End Outcome measure.

Low Success Zone (red) predicts student will have a 15% or < chance of success on Year-End Outcome measure.

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CURRENT INITIATIVE THAT COMPLEMENTS THIS PROPOSED PROJECT:

Over the past two years, since the Spring of 2012, literacy development in the primary grades has received a critical district-wide focus. The structural management for promoting the provision of dedicated daily time for students to read and write independently and collaboratively with peers has occurred through the Daily 5 Initiative. Teachers, school-based support teams and administration, and district-based staff developers and administration have recognized the impact that effective Daily 5 practice has on a community of young learners. The Literacy Department will continue to support this major initiative through greater support in the classrooms currently implementing Daily 5 and beyond toward an expansion to classrooms not currently implementing, including the intermediate grade levels of 3-5.

Not only does Daily 5 assist the classroom teacher with providing a structure for students to take ownership for their learning, but it affords the teacher greater flexibility in providing more time to implement small group and one-on-one instruction targeting the differentiated needs of all students in the class, leading to personalized learning. This personalized learning can be made possible for every child in the classroom from intervening for the most striving learners to providing enrichment for the most advanced and challenging learners.

This proposed project will complement the district-wide Daily 5 Initiative.

PROPOSAL REQUEST:

The professional development of first grade teachers to implement supplemental small group guided instruction through a push-in model would provide additional intensive instructional support to students most in need of intervention in reading and writing.

The Fountas and Pinnell *Leveled Literacy Intervention System (LLI)* is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of *LLI* is to bring students to grade level achievement in reading within 14 to 18 weeks on average.

LLI serves those students who need intensive support to achieve grade-level competency. These children are the lowest achieving children in the classroom who are not receiving another supplementary intervention. Each lesson in the *LLI* system also provides specific suggestions for supporting English language learners who are selected for participation in the program.

Leveled books are a key component in helping children become competent readers. Each *LLI* system includes a collection of brand new, carefully leveled books to provide enough support and a small amount of challenge so the reader can learn on the text and make small steps toward grade-level goals.

Lessons across the seven systems progress from level A (*beginning reading in kindergarten*) through level Z (*represents competencies at the middle and secondary school level*) on the Fountas and Pinnell Text Level Gradient™.

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LLI is designed for use with small groups of students who need intensive support to achieve grade-level competency. Each Level of *LLI* provides:

- Combination of reading, writing, and phonics/word study.
- Emphasis on teaching for comprehending strategies.
- Explicit attention to genre and to the features of nonfiction and fiction texts.
- Special attention to disciplinary reading, literature inquiry and writing about reading.
- Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work."
- Close reading to deepen and expand comprehension.
- Explicit teaching of effective and efficient strategies for expanding vocabulary.
- Explicit teaching for fluent and phrased reading.
- Use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies.
- Built-in level-by-level descriptions and competencies from *The Continuum of Literacy Learning, PreK-8* (2011) to monitor student progress and guide teaching.
- Communication tools for informing parents about what children are learning and how they can support them at home.
- Technology support for assessment, record keeping, lesson instruction, and home and classroom connections.
- Detailed analysis of the characteristics of text difficulty for each book.



Green System: Grade 1
Levels A-J, \$2,650.00

Assessment is the key to forming successful groups and determining the students for whom intervention would be most appropriate. The Fountas and Pinnell *Benchmark Assessment System (BAS)* helps assess students at the entry and exit points for the *LLI* system. *BAS 1* is based on the Fountas and Pinnell Text Level Gradient™, levels A–N, which is correlated to grade level.

BAS is a formative reading assessment comprised of 58 high-quality, original titles, or "little books" divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary, and comprehension skills for students. The set of books, recording forms, and other materials serve as an assessment tool for teachers, literacy specialists, and clinicians to use in determining students' developmental reading levels for the purpose of informing instruction and documenting reading progress.

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BAS books are both "vertically aligned" (they become more difficult as a reader progresses through the levels) and "horizontally aligned" (at each level the fiction and nonfiction books are written at similar levels of difficulty).



**Benchmark Assessment System 1, 2nd Edition: Grades K-2
Levels A-N, \$375.00**

Initiative expenditures are delineated below for both human and instructional resources.

FUNDING NEEDS FOR PROFESSIONAL DEVELOPMENT – ONE TEACHER	
Substitute for Two-Day Professional Development = \$260.00	
TOTAL SUBSTITUTE PAY PER TEACHER	\$260

FUNDING NEEDS FOR INSTRUCTIONAL RESOURCES – ONE SCHOOL	
BENCHMARK ASSESSMENT SYSTEM (BAS) 1 (Second Edition) – grades K-2 \$375	LEVELED LITERACY INTERVENTION PROGRAM (Green System) – grade 1 \$2,650
7% Shipping = \$26.25 Total = \$401.25	7% Shipping = \$185.50 Total = \$2,835.50
TOTAL INITIAL RESOURCE PURCHASE PER SCHOOL	\$3,236.75

TOTAL FUNDING FOR PROFESSIONAL DEVELOPMENT AND RESOURCES	
Teacher Professional Development	\$260
Instructional Resources (One-Time Expenditure)	\$3,236.75
TOTAL COST	\$3,496.75

SCHOOL SELECTION PROCESS:

Participating schools will be recommended through collaboration between the literacy director, literacy curriculum supervisors, and elementary cadre directors. Final school selections will be based on school administration (principals and assistant principals) and their commitment to fully follow all requirements of the proposed project.

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REQUIREMENTS FOR PARTICIPATION:

- Teachers will be provided ongoing professional development to master their implementation craft and continue to enhance their effective delivery of instruction.
- Instructional specialists and curriculum supervisors from the Literacy Department will work closely with the teachers to ensure effective implementation of instruction and assessment. This will include mentor coaching and modeling experiences provided by district personnel within the classroom of implementation.
- Teachers must agree to fully implement the resources and assessments with fidelity. They must also agree to submit assessment data that will be used to monitor student progress.
- School-based administrators (principals and assistant principals) must agree to all requirements as set forth by the proposed project.
- School-based literacy coaches must agree to work closely with literacy instructional specialists and curriculum supervisors to monitor implementation of the *BAS* assessment and *LLI* instruction on a daily basis.
- Implementing teachers and school-based literacy coaches must participate in district professional development (two days).
- School-based administrators (principals and assistant principals) must participate in a district-developed overview of the pilot project, instructional resources, and data reporting (2 hours).
- School-based administrators (principals and assistant principals), literacy coaches, and implementing teachers must participate in periodic data chats to analyze student data and discuss instructional implications based on the data.

PROPOSED PROJECT COORDINATOR AND SUPPORT FOR EFFECTIVE IMPLEMENTATION:

The lead coordinator facilitating implementation of this project is Dr. Teri Acquavita, Curriculum Supervisor, Literacy Department. In addition, six elementary literacy instructional specialists will provide support for the effective intervention implementation among the teachers and literacy coaches in the participating elementary schools.

Extensive initial professional development will be provided to the teachers and literacy coaches of the participating elementary schools at our school-based host site, Atlantic West Elementary. This host site was chosen based on their exemplar model for implementing this intensive intervention over the past three years as highly successful participants in the district's Race to the Top Coconut Creek Primary Reading Initiative.

Throughout the training, teachers will be provided ongoing opportunities to observe in classrooms at the host site, Atlantic West Elementary, to see effective implementation as it is occurring. Debriefing will occur with the teachers as they reconvene in the training room. The teachers will be provided ongoing support for effective implementation, frequent data collection, and ongoing data

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analyses through the Collaborative Problem Solving Process (CPSP) of Response to Intervention/Instruction (RtI). This will further support the participating school staff and administration with understanding the effective employment of the CPSP of RtI Model through a Multi-Tiered System of Supports (MTSS).

The six elementary literacy instructional specialists will provide their support of implementation in the schools within their assigned cadres as follows.

Cadre 1: Sharon Hepburn

Cadre 2: Laura McCarthy

Cadre 3: Melinea Rubiano

Cadre 4: Barbara Kruger

Cadre 5: Teresa Moran

Cadre 6: Maria Lowenstein