

## AGREEMENT EXECUTIVE SUMMARY

EE-4 June 25, 2019

<b>Grant Program</b>	<b>The James Patterson Literacy Challenge at the University of Florida</b>
Funds Requested	\$0 (\$622,000 in-kind services donation awarded)
Financial Impact Statement	The positive financial impact comes through additional in-kind services valued at \$622,000 throughout the contract period. The First Amendment extends the Agreement terms by increasing the in-kind services valued at an additional \$622,000 and adds subsequent programming by increasing the number of schools participating from two to ten. The Office of School Performance & Accountability and Elementary Learning Department will support the project through school general budget professional development funds, Title I, School Improvement Grant (SIG), and District professional development funds. There is no additional financial impact to the District.
Schools Included	Elementary Schools: Atlantic West, Bethune, Castle Hill, Larkdale, Margate, Markham, Miramar, Pinewood, Pompano, Sunshine
Managing Department	Exceptional Student Learning Support (ESLS): Pre-K and Elementary
Source of Additional Information	<ol style="list-style-type: none"> <li>1. Jennifer Bigos, Director Pre-K/Elementary – Exceptional Student Learning Support 754-321-3436</li> <li>2. Dr. Antoine Hickman, Executive Director – Exceptional Student Learning Support 754-321-3465</li> <li>3. Dr. Lori Canning, Executive Director-Early Learning and Language Acquisition 754-321-1953</li> </ol>
Project Description	<p>The James Patterson Literacy Challenge at UF will address persistent problems in early literacy by working with schools to change their literacy culture. UF will accomplish this through transformative professional learning experiences for teachers and school leaders.</p> <p>Participating schools will be encouraged to adopt evidence-based curricula and methods for literacy instruction and intervention at all grade levels. In addition, UF will assess each school’s needs and work with them to develop a customized literacy acceleration plan. The plan will focus on professional development needs, but they will also address the overall literacy environment (e.g., core curricula, classroom libraries, schedules). Plans are to include the following:</p> <ul style="list-style-type: none"> <li>• face-to-face professional development sessions for all teachers and school leaders (1-2 weeks in the summer, 4-8 days during the school year, 2-5 days the following summer and periodically beyond that);</li> <li>• support of ongoing professional learning activities in each school (e.g., professional reading discussion groups);</li> <li>• personalized online professional development for all teachers and school leaders;</li> <li>• intensive online professional learning for reading coaches and grade-level team leaders, interventionists, and special education teachers;</li> <li>• participation by school teams in Research-in-Action Days at P.K. Yonge DRS;</li> <li>• participation by selected teachers in Summer Scholars Academy during Summer Adventures in Literacy (initially at P.K. Yonge DRS);</li> <li>• participation by reading coaches in the Lastinger Literacy Coaching modules;</li> <li>• ongoing, school-based direct support from a Master Teacher;</li> <li>• development of local ‘Summer Adventures in Literacy’ programs to support sustainable, cost-effective, ongoing professional development and coaching for teachers along with local, direct intervention for struggling readers; and</li> </ul>

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	<ul style="list-style-type: none"> <li>• participation in UFLI Basic and Small-Group for all K-3 teachers and UFLI Intensive training for special education teachers, interventionists, and reading coaches.</li> </ul>
Evaluation Plan	<p>Accomplishing real change will require comprehensive, schoolwide efforts, including intensive professional development and coaching, adoption of evidence-based curricula and instructional methods, and efficient and effective use of literacy data. UF anticipates working closely with each selected school for three years, with a gradual release of responsibility to the school. Ultimately, UF intends to build the capacity of participating schools so their successes can be sustained.</p> <p>Florida standardized testing will be the key metric of success.</p>
Research Methodology	<p>Two of the biggest problems facing low-performing schools are (a) many children arrive at school each year unprepared for the literacy expectations of their grade level and (b) many teachers are unprepared to address the needs of struggling readers. Past attempts to address these problems have tended to rely on one-size-fits-all curricula, superficial professional development efforts, and supposed quick fixes, none of which have led to sustained changes. The James Patterson Literacy Challenge propose a wholly different approach to be accomplished through transformative professional learning experiences for teachers and school leaders.</p>
Alignment with Strategic Plan	<p>All activities in this grant are aligned to District Strategic Plan Goal 1: High-Quality Instruction (Literacy and Early Learning)</p>
Level of Support provided by GAGP	<p>GAGP staff provided Level 3 support with contract writing and routing facilitation. GAGP also prepared the executive summary for the board agenda, facilitated inclusion of the grant and contract on the board agenda, and will track the grant within the grants management system.</p>