

APPENDIX V – 245

K-5 English Language Arts (Literacy) Professional Development Proposal '15- '16SY

Purpose

The Office of Curriculum and Instruction, K-5 Literacy, is to provide administrators, site leaders, and teachers with research-based best practices necessary to plan, prepare, and implement the English Language Arts Arizona's College and Career Ready Standards. The workshops will equip participants with skills and strategies essential to promote cognitively engaging instruction and the identification of students who are struggling in literacy. The sessions will emphasize the district's literacy initiatives through TUSD's 90 minute Literacy Framework, the implementation of guided reading and the structure of the literacy block that will build a common understanding of the English Language Arts curriculum documents.

Purpose Phase 1 (District Wide)

- The purpose of tier I training is to provide consistent, high quality, scientifically based instruction to administrators, and certified and classified staff. These workshops benefit all participants by focusing on high quality reading instruction, which reduces academic failure for all students and closes the achievement gap for Latino and African American students.
- January 7, 2016- Literacy Team presentation to all Curriculum and Instruction personnel, Principals, Assistant Principals, PDATs, and Elementary Directors during ILA Business Meeting (55 minutes to 1 hour). Presentation will be an overview of Leveled Libraries and the Scholastic Next Steps reading assessment in addition to informational items covering:
 - *Scholastic Leveled Libraries: Nuts & Bolts*
 - *Scholastic Next Steps Guided Reading Assessment: Nuts & Bolts*
 - *Next Steps Guided Reading mandatory training dates on True North Logic*
 - *We will track for completion of training on True North Logic- Accountability*
- Literacy Lab Schools Soleng Tom, Fruchthendler, Gale, Sam Hughes, Bloom, Borman, Oyama, Howell, Warren, and Robins complete *Next Steps Guided Reading* mandatory online training by **February 17th**
 - ✱ *Alternate Schools- Vesey and Cavett*
- All elementary schools Certified and Classified complete *Next Steps Guided Reading* mandatory online training by **March 14th**

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Purpose Phase 2 (District Direct Support-Literacy Lab Schools)

- District K-5 Literacy Professional Development Academic Trainers will provide onsite specific support to the ten identified Literacy Lab schools, **Soleng Tom, Fruchthendler, Gale, Sam Hughes, Bloom, Borman, Oyama, Howell, Warren, and Robins**, that do not have tier 2 personnel and/or resources. In addition, schools identified with high racial concentration, African American and Latino students will have priority registration for literacy workshops and direct district literacy support.

What does this look like?

- Training school wide, grades K-5 from each school matching schools by location, helps logistically and begins to form a cadre, a PLC extending outside of their own school sites.
 - Option 1
Mondays, Tuesdays, Thursdays
4:30 – 6:00PM
 - Option 2
Half-day Saturday workshops
- Cadres by region:
 - Wilmot and Cherry Central-Borman, Howell and Sam Hughes
 - East of Kolb-Bloom, Fruchthendler, Soleng Tom, Gale
 - Westside-Robins, Warren, Oyama
- Content of training

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- Scholastic Leveled Libraries
 - Scholastic Next Steps Guided Reading Assessment
 - Organizing Literacy Classrooms for Success
 - Guided Reading: Nuts & Bolts
 - Grouping Students: Creating & Scheduling Guided Reading Groups
 - Guided Reading Lesson Planning
 - Implementing Guided Reading
 - Flexible Guided Reading Grouping
 - CAFÉ: Literacy Strategies
 - Focus Lessons
 - Literacy Station Planning
- Training Location: Would rotate at cadre sites
- Literacy Lab Schools Soleng Tom, Fruchthendler, Gale, Sam Hughes, Bloom, Borman, Oyama, Howell, Warren, and Robins complete *Next Steps Guided Reading* mandatory online training by **February 17th**

What would be your plan of action for the Literacy Lab Schools?

Literacy Specialists would camp out at each of the school sites to become a part of the staff and get to know where the school and administration is at with literacy. Every week they will be at the school sites meeting with teachers, presenting at designated Wednesday PDs, modeling lessons, attending grade levels and PLCs.

Because of the intense work at the Literacy Lab Schools, ideally we would need at least two more literacy trained people to help divide the amount of schools.

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Purpose Phase 3 (Site Based) (Begin this SY-16-17 utilizing Literacy Lab schools and personnel as mentors and models)

- The purpose of tier 2 training is to build capacity at the site level, which influences the quality of instruction and provides consistent, high quality, scientifically based instruction. The tier 2 personnel will work with teachers to implement effective literacy instruction and the identification of students who are struggling in literacy. This work will support closing the achievement gap for African American and Latino students.

The Plan

1. The following plan describes specific information on the 3 tiers of professional training which supports the above referenced district literacy initiatives for the academic school year '15-'16.
2. The purchase of the K-6 Scholastic leveled bookrooms for K-8 schools will benefit all student populations, specifically African American and Latino students by providing equitable resources and opportunities for students to have tailored instruction in literacy, with the goal of closing the achievement gap.

K-5 English Language Arts (Literacy) Professional Development Proposal '15- '16SY

Phase 1 (District Wide)

The purpose of tier I training is to provide consistent, high quality, scientifically based instruction to administrators, and certified and classified staff. These workshops benefit all participants by focusing on high quality reading instruction, which reduces academic failure for all students and closes the achievement gap for Latino and African American students.

<u>Workshop</u>	<u>Audience</u>	<u>Dates, Times, & Location</u>		
<p>Scholastic Leveled Bookroom Literacy Menu</p> <ul style="list-style-type: none"> Scholastic Leveled Libraries: Nuts & Bolts Scholastic Next Steps Guided Reading Assessment: Nuts & Bolts <p><i>Next Steps Guided Reading mandatory online training- (#123720 Modules)</i></p>	<p>Curriculum and Instruction personnel, Principals, Assistant Principals, PDATs, and Elementary Directors.</p> <p>Ten Literacy Lab Schools- Soleng Tom, Fruchthendler, Gale, Sam Hughes, Bloom, Borman, Oyama, Howell, Warren, and Robins</p> <p>All elementary certified and support staff</p>	<p>ILA- Business- January 7, 2016</p> <p>Complete by February 17, 2015 True North Logic (#123720 Modules)</p> <p>Complete by March 14, 2015 True North Logic (#123720 Modules)</p>		

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Phase 2 (District Direct Support) Identify Literacy Lab Schools

District K-5 Literacy Professional Development Academic Trainers will provide onsite support to 10 district selected focus schools (**Literacy Labs**) that do not have tier 2 personnel. In addition, schools identified with high racial concentration, African American and Latino students will have priority registration for literacy workshops and direct district literacy support.

- ❖ In addition to all the aforementioned workshops, literacy specialists will focus the majority of their daily work in these Literacy Lab schools to help with literacy block scheduling, modeled lessons, meet with grade levels, and analyze the implementation and growth of the literacy program.

- Content of training
 - Scholastic Leveled Libraries
 - Scholastic Next Steps Guided Reading Assessment
 - Organizing Literacy Classrooms for Success
 - Guided Reading: Nuts & Bolts
 - Grouping Students: Creating & Scheduling Guided Reading Groups
 - Guided Reading Lesson Planning
 - Implementing Guided Reading
 - Flexible Guided Reading Grouping
 - CAFÉ: Literacy Strategies
 - Focus Lessons
 - Literacy Station Planning

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Phase 3 (Site Based) (Begin this SY-16-17 utilizing Literacy Lab schools and personnel as mentors and models)

The purpose of tier 2 training is to build capacity at the site level, which influences the quality of instruction and provides consistent, high quality, scientifically based instruction. The tier 2 personnel will work with teachers to implement effective literacy instruction and the identification of students who are struggling in literacy. This work will support closing the achievement gap for African American and Latino students.

<u>Workshop</u>	<u>Audience</u>	<u>Dates, Times, & Location</u>	<u>Tier</u>	<u>Projected Cost</u>
<p>Scholastic Leveled Bookroom Literacy Menu</p> <ul style="list-style-type: none"> Scholastic Leveled Libraries: Nuts & Bolts Scholastic Next Steps Guided Reading Assessment: Nuts & Bolts Organizing Literacy Classrooms for Success Guided Reading: Nuts & Bolts Grouping Students: Creating & Scheduling Guided Reading Groups Guided Reading Lesson Planning Implementing Guided Reading Flexible Guided Reading Grouping CAFÉ: Literacy Strategies 	Site Faculty and Staff	<p>Determined by Site</p> <p>Option 1 Mondays, Tuesdays, Thursdays 4:30 – 6:00PM</p> <p>Option 2 Half-day Saturday workshops</p> <p>Option 3 Half-day professional development workshops</p> <p>Training Location: LIRC</p>	2	<p>Participant Compensation: Per Workshop: 30 participants \$25/hour, 1.5 hours</p> <p>30 participants x 1.5 hours = 45 hours</p> <p>45 hours x \$25 = \$1,125/session</p> <p>Per Saturday: 30 participants \$25/hour, 3.5 hours</p> <p>30 participants x 3.5 hours = 105 hours</p> <p>105 hours x \$25 =</p>

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<ul style="list-style-type: none"> Focus Lessons Literacy Station Planning 				<p>\$2,625/session</p> <p>Facilitator Compensation:</p> <p>Per Workshop: 2 facilitators, \$100/workshop</p> <p>Per Saturday: \$200/facilitator</p>
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Purpose
 To align with the purchase of the leveled bookrooms, District Literacy Professional Development Academic Trainers will facilitate the district’s reading initiatives along with the implementation of the literacy continuum. The literacy continuum is comprised of the following: classroom structure, guided reading, Arizona’s College and Career Ready Standards English Language Arts, and assessments. Support provided includes, but is not limited to, coaching, modeling, planning, and data-driven academic conversations. Quality literacy instruction is beneficial for all students, which supports closing the achievement gap for African American and Latino students.

District Focus Schools: See Attached