

## JEFFERSON COUNTY PUBLIC SCHOOLS

### CONTRACT FOR THE PROCUREMENT OF PROFESSIONAL SERVICES

THIS CONTRACT FOR PROCUREMENT OF PROFESSIONAL SERVICES (hereinafter "Contract") is entered into between the JEFFERSON COUNTY BOARD OF EDUCATION (hereinafter "Board"), a political subdivision of the Commonwealth of Kentucky, with its principal place of business at 3332 Newburg Road, Louisville, Kentucky 40218 and A+ Literacy Consulting, LLC (hereinafter "Contractor"), with its principal place of business at 3444 Fox Hunt Drive, Palm Harbor, Florida 34683.

#### WITNESSETH:

WHEREAS, the Board desires to procure the particular services of Contractor, which are more fully defined below; and

WHEREAS, Contractor has held itself out to be competent and capable of performing the services contracted for herein;

NOW, THEREFORE, in consideration of the mutual promises and agreements hereinafter set forth, the Board and Contractor (hereinafter "Parties") agree as follows:

#### ARTICLE I

##### Entire Agreement; Amendments

This Contract is the entire agreement between the Parties and supersedes any and all agreements, representations and negotiations, either oral or written, between the Parties before the effective date of this Contract. This Contract may not be amended or modified except in writing as provided in Article VIII. This Contract is supplemented by the Board's Procurement Regulations currently in effect (hereinafter "Regulations") that are incorporated by reference into and made a part of this Contract. In the event of a conflict between any provision of this Contract and any provisions of the Regulations, the Regulations shall prevail.

#### ARTICLE II

##### Services

Contractor agrees to perform the following services (hereinafter "Services") of a quality and in a manner that is within the highest standards of Contractor's profession or business. The Services are as follows:

Contractor shall provide year two onsite training to staff at Klondike Elementary. Julie Allsworth will work with staff to build capacity for designing a balanced literacy curriculum intended to ensure maximum reading success for every student. A total of 22 on-site visits shall be provided. A+ Literacy Consulting Contract for Services 2018-19 School Year Price Quote and Klondike Elementary - PSC Addendum Goals and Objectives is attached and incorporated herein by reference.

If during the term of this Contract, Contractor is not required by Kentucky law to maintain workers compensation insurance, then the Contract Administrator hereby waives the requirement for

workers compensation insurance contained in Article V. All other provisions of Article V shall remain the same.

### ARTICLE III Compensation

The Board shall pay Contractor the total amount stated below (hereinafter "Contract Amount"). The Contract Amount shall be paid in a lump sum upon completion of the Services, unless a schedule of progress payments is stated below. The Contract Amount shall be for total performance of this Contract and includes all fees, costs and expenses incurred by Contractor including but not limited to labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs and other costs, unless otherwise stated below. To receive payment, Contractor must submit an itemized invoice or invoices. If progress payments are authorized, each invoice must specify the actual work performed. If payment of costs or expenses is authorized, receipts must be attached to the invoice.

Contract Amount:	<u>\$38,500.00</u>
Progress Payments (if not applicable, insert N/A):	<u>Within 30 days of approved invoice for services provided</u>
Costs/Expenses (if not applicable insert N/A):	<u>NA</u>
Fund Source:	<u>Title I</u>

### ARTICLE IV Term of Contract

Contractor shall begin performance of the Services on July 1st, 2018 and shall complete the Services no later than May 15th, 2019, unless this Contract is modified as provided in Article VIII.

### ARTICLE V Performance of Services by Contractor

The Services shall be performed by Contractor, and in no event shall Contractor subcontract with any other person to aid in the completion of the Services without the prior written approval of the Contract Administrator defined below.

Contractor shall appoint one person who shall be responsible for reporting to the Board on all Services performed under the terms of this Contract and who shall be available for consultation with the Contract Administrator.

Contractor is an independent contractor, not an employee. Contractor is responsible for the payment of all federal, state and local payroll taxes and providing unemployment insurance and workers compensation coverage to Contractor's employees. Contractor shall provide all equipment, materials and supplies necessary for the performance of the Services.

Contractor shall at all times during the term of this Contract comply with all applicable laws, regulations, rules and policies. Contractor shall obtain and keep in force all licenses, permits and certificates necessary for the performance of the Services.



Contractor agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation, including the Contractor himself, in connection with the performance of this Contract. Contractor also agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to Contractor in connection with the performance of this Contract. This provision survives termination of this Contract.

Unless waived in writing by the Contract Administrator, Contractor shall maintain during the term of this Contract policies of primary insurance covering the following risks and in at least the following amounts: commercial general liability, including bodily injury, property damage, personal injury, products and completed operations, and contractual, \$1,000,000; and automobile liability, \$1,000,000. Contractor shall furnish to the Contract Administrator certificates of insurance evidencing this coverage and naming the Board as an additional insured. Additionally, Contractor shall maintain workers compensation coverage with limits required by law; and professional errors and omissions coverage with minimum limits of \$1,000,000. Contractor shall furnish certificates of insurance evidencing this coverage to the Contract Administrator.

#### ARTICLE VI Equal Opportunity

During the performance of this Contract, Contractor agrees that Contractor shall not discriminate against any employee, applicant or subcontractor because of race, color, national origin, age, religion, marital or parental status, political affiliations or beliefs, sex, sexual orientation, gender identity, gender expression, veteran status, genetic information, or disability. If the Contract Amount is paid from federal funds, this Contract is subject to Executive Order 11246 of September 24, 1965 and in such event the Equal Opportunity Clause set forth in 41 Code of Federal Regulations 60-1.4 is hereby incorporated by reference into this Contract as if set forth in full herein.

#### ARTICLE VII Prohibition of Conflicts of Interest

It shall be a breach of this Contract for Contractor to commit any act which is a violation of the provisions of Article XI of the Regulations entitled "Ethics and Standards of Conduct," or to assist or participate in or knowingly benefit from any act by any employee of the Board which is a violation of such provisions.

#### ARTICLE VIII Changes

The Board and Contractor may at any time, by mutual agreement set forth in a written addendum, make changes in the definition of the Services; the scope of the Services; and the Contract Amount. The Contract Administrator and Contractor may, at any time, by mutual agreement set forth in a written addendum, make changes in the time within which the Services are to be performed; the schedule of Progress Payments; and mutual Termination of the Contract.

## ARTICLE IX

### Termination for Convenience of the Board

The Board may terminate this Contract in whole or in part at any time by giving written notice to Contractor of such termination and specifying the effective date thereof, at least thirty (30) days before the specified effective date. The Board shall compensate Contractor for Services satisfactorily performed through the effective date of termination.

## ARTICLE X

### Termination for Default

The Board may, by written notice of default to Contractor, terminate the whole or any part of this Contract, if Contractor breaches any provision of this Contract, or so fails to make progress as to endanger performance of this Contract, and in either of these circumstances, does not cure the breach or failure within a period of five (5) days after receipt of notice specifying the breach or failure. In the event of termination for default, the Board may secure the required services from another contractor. If the cost to the Board exceeds the cost of obtaining the Services under this Contract, Contractor shall pay the additional cost. The rights and remedies of the Board provided in this Article shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

## ARTICLE XI

### Disputes

Any differences or disagreements arising between the Parties concerning the rights or liabilities under this Contract, or any modifying instrument entered into under Article VIII of this Contract, shall be resolved through the procedures set out in the Regulations.

## ARTICLE XII

### Contractor's Work Product

Unless waived in writing by the Contract Administrator, the Board shall retain ownership in and the rights to any reports, research data, creative works, designs, recordings, graphical representations or other works of a similar nature (hereinafter "Works") produced or delivered by Contractor under this Contract. Contractor agrees that the Works are "works for hire" and Contractor assigns all right, title and interest in the Works to the Board.

Any reports, information, data, etc. given to or prepared or assembled by Contractor under this Contract shall not be made available to any individual or organization by Contractor without the prior written approval of the Board. Provided, nothing in this Article may be used to violate the provisions of any Kentucky or Federal statute or regulation which requires reporting of information.

## ARTICLE XIII

### Contract Administrator

The Board shall appoint a Contract Administrator for the purposes of daily administrative decision-making pertaining to the Contract. If Contractor and the Contract Administrator disagree on any circumstance or set of facts pertaining to the administration or execution of this Contract, the Board shall resolve the matter after notification by either the Contract Administrator or the Contractor in the manner prescribed by the Regulations. If the Board fails to give notice to Contractor of the



appointment of a Contract Administrator, the Contract Administrator shall be the Board's Chief Financial Officer.

#### ARTICLE XIV Right to Audit

The Board shall have the right to inspect and audit all accounting reports, books or records which concern the performance of the Services. Inspection shall take place during normal business hours at Contractor's place of business. Contractor shall retain all records relating to the performance of this Contract for five (5) years after the end of the term of this Contract.

#### ARTICLE XV Miscellaneous

- A. All Articles shall be construed as read, and no limitation shall be placed on any Article by virtue of its descriptive heading.
- B. Any notices or reports by one Party to the other Party under this Contract shall be made in writing, to the address shown in the first paragraph of this Contract, or to such other address as may be designated in writing by one Party to the other. Notices shall be effective when received if personally delivered, or three days after mailing if mailed.
- C. If any part of this Contract is held to be void, against public policy or illegal, the balance of this Contract shall continue to be valid and binding.
- D. This Contract shall be governed and construed in accordance with the laws of the Commonwealth of Kentucky.
- E. No delay or omission by either Party in exercising any right under this Contract shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of this Contract.
- F. At all times during the term of this Contract, Contractor shall comply with the Family Educational Rights and Privacy Act of 1974. If Contractor has access to student records, Contractor shall limit its employees' access to those records to persons for whom access is essential to perform this Contract.
- G. Contractor shall be in continuous compliance with the provisions of KRS Chapters 136, 139, 141, 337, 338, 341 and 342 that apply to the Contractor or subcontractor for the duration of this Contract and shall reveal any final determination of a violation by the Contractor or subcontractor of the preceding KRS Chapters.

IN WITNESS WHEREOF, the Parties hereto have executed this Contract to be effective as of May 9th, 2018.

Contractor's Social Security Number or Federal Tax ID Number: 47-5561879

JEFFERSON COUNTY BOARD OF  
EDUCATION

A+ Literacy Consulting  
CONTRACTOR

By: \_\_\_\_\_

By: \_\_\_\_\_



Title: Martin A. Pollio, Ed.D.  
Superintendent

Title: Julie Allsworth  
Educational Consultant

Cabinet Member: Dr. Carmen Coleman

(Initials)



Jefferson County Public Schools  
**NONCOMPETITIVE NEGOTIATION  
DETERMINATION AND FINDING**

1. An emergency exists which will cause public harm as a result of the delay in competitive procedures (Only the Superintendent shall declare an emergency.) —

State the date the emergency was declared by the superintendent: \_\_\_\_\_

2. There is a single source for the items within a reasonable geographic area —

Explain why the vendor is a single source: \_\_\_\_\_

3. The contract is for the services of a licensed professional, education specialist, technician, or an artist —

State the type of service: Educational Consultant, Literacy

4. The contract is for the purchase of perishable items purchased on a weekly or more frequent basis —

State the item(s): \_\_\_\_\_

5. The contract is for proprietary item(s) for resale: This can include the buying or selling of item(s) by students when it is part of the educational experience —

State the type(s) of item(s): \_\_\_\_\_

6. The contract is for replacement parts when the need cannot be reasonably anticipated and stockpiling is not feasible —

State the item(s): \_\_\_\_\_

7. The contract or purchase is for expenditures made on authorized trips outside the boundaries of Jefferson County Public Schools —

State the location: \_\_\_\_\_

8. The contract is for a sale of supplies at reduced prices that will afford Jefferson County Public Schools a savings (Purchase must be approved by Director of Purchasing) —

Explain the logic: \_\_\_\_\_

9. The contract is for the purchase of supplies which are sold at public auction or by receiving sealed bids —

State the items: \_\_\_\_\_

**I have determined that, pursuant to K.R.S. 45A. 380, the above item(s) should be obtained by the Noncompetitive Negotiation Methods since competition is not feasible.**

Mark Boyer

Print name of person making Determination

Klondike Lane Elementary

School or Department

Mark Boyer

Signature of person making Determination

3/13/18

Date

A+ Literacy Consulting, LLC

Name of Contractor (Contractor Signature Not Required)

\_\_\_\_\_  
Requisition Number

Explanation of Noncompetitive Negotiation Methods can be found under K.R.S. 45A.380 and on page 15 in the Procurement Regulations

F-471-1

Revised 05/2011



**Professional Service Contract - KLONDIKE ELEMENTARY SCHOOL, LOUISVILLE, KY (2018-2019)**

**Visit 1 - Objective:** Teachers will receive training on implementing evidence-based Tier 1 curriculum, a balanced literacy model, and the scope and sequence of standards-based literacy skills development.

Desired Outcome:	Evidence:
<ul style="list-style-type: none"><li>⇒ Teachers will compare and contrast instructional strategies that have yielded effect sizes of .4 or higher in research studies.</li><li>⇒ Teachers will correlate effect sizes to percentile ranks and standard score point deviations in data reports obtained from MAP testing and state assessment score reports.</li><li>⇒ Teachers will choose the high-yielding instructional practices necessary to shift the current assessment data to greatly increase the number of students reading on- and above-grade level.</li></ul>	<ul style="list-style-type: none"><li>⇒ Increase the number of students across grades K-5 reaching mastery of grade level standards and reading proficiency as evidenced by MAP data and state assessment scores. Data measurement: percentage of students reading on- and above- grade level.</li><li>⇒ All students make a minimum of one year of growth in literacy.</li><li>⇒ Struggling students make more than one year of growth in literacy, showing evidence of closing achievement gaps.</li></ul>

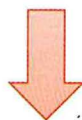
**Research Base:**

A best practice for thoughtfully using student data is to engage teachers in reflective inquiry for improved instructional practices and achievement. Stringfield and Wayman (2006, p. 551) found that thoughtful use of student data positively correlates with student achievement. Tying instructional practices to research effect sizes helps teachers to visualize the meaningful connection between curriculum, instruction, and assessment. Stringfield and Wayman (2006, p. 552) concluded from their research that teachers will embrace a data initiative policy when it is soundly implemented and responds to the learning needs of their students.

When teachers' capacity is increased so they can effectively analyze data, instruction and student performance increases. Helping teachers understand increases in student standard scores, percentile ranks, and effect size, fosters learning in how to measure effective instruction and close achievement gaps. Teachers will learn how a guaranteed and viable curriculum is built backwards, and is then front-loaded and sequenced in a way that it organizes the essential content so that students have ample opportunity to learn. This format ensures the identification of requisite learning for generating the evidence of achievement results and closing gaps in student learning. An increased sense of teacher efficacy facilitates examining instructional practices and responding to student needs more effectively.

Required reading for each teacher: Visible Learning for Literacy – Fisher, Frey, and Hattie, 2016.





**Visit 2 - Objective:** Teachers will receive training on structuring the daily classroom schedule and framework for a reading and writing workshop model following the First 20 Days of Reader's Workshop.

Desired Outcome:	Evidence:
<ul style="list-style-type: none"><li>⇒ Teachers will utilize data to drive daily instructional decisions and employ evidence-based instructional strategies that yield a year or more of student learning growth (effect size of .4 or higher in research studies, as cited in Visible Learning for Literacy - Fisher, Frey, and Hattie, 2016).</li><li>⇒ Students will spend a minimum of 2/3 of the literacy block engaged in reading and responding to rigorous text, along with texts on their independent and instructional reading levels.</li><li>⇒ Teachers will deliver well-balanced literacy instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension in a systematic, progressive format, building upon prior knowledge, skills, schema, and vocabulary.</li></ul>	<ul style="list-style-type: none"><li>⇒ Lesson plans will be written following the Reading and Writing Workshop lesson plan, utilizing the gradual release of responsibility framework, and following the systematic progression of the Tier 1 curriculum.</li><li>⇒ All components of effective literacy instruction will be included in daily lesson plans as outlined by The Children's Literacy Initiative.</li><li>⇒ Kagan cooperative learning strategies and learning structures will be employed, along with a distributed practice model of instruction.</li><li>⇒ Guided reading will be implemented as a Tier 2 instructional strategy.</li><li>⇒ Work stations/centers will include assignments and/or practices that yield effect sizes of .4 or higher (independent reading, partner reading, word work, listening to reading, reading response writing, and reciprocal teaching groups).</li></ul>

**Research Base:**

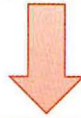
Repeated studies have shown that students make the most learning gains through having small learning experiences in this type of spiraling, repetitive format. Through the reading and writing workshop framework, students have multiple opportunities to practice strategies within a supportive context, and later apply them to their independent reading. Since the best predictor of reading success is time students spend reading on their independent reading levels the majority of the time spent in reader's workshop is with students interacting and responding to as many texts as possible. In the National Reading Panel report (2002), the Panel synthesizes over 200 reading research studies that have yielded significant results, all using instructional strategies embedded in the reading and writing workshop model – distributed practice, mastery learning, guided practice, cooperative learning, questioning, providing feedback, and accountable talk.

The most effective classrooms have a distribution of whole-class, small group, and side-by-side instruction (Presley, 2006; Taylor, Pearson, Clark, & Walpole, 2000; in Allington, 2009), the cornerstone of the reading and writing workshop model of balanced literacy. The reading and writing workshop framework supports planned interactions and encourages readers to think critically, allows for participation of all students, holds students accountable



through collaborative discussions and the collective sharing of ideas, while they engage in meaningful conversation. Daniels and Hyde (in Fullerton and McClure, 2012) stressed that best practices in instruction are student-centered, cognitive, and interactive. Thoughtfully planned reading and writing workshop instruction supports all students' development of reading strategies through engagement, expression, construction, and reflection; the framework allows students to develop and extend their reading abilities (Fullerton and McClure, 2012) while maximizing the amount of time they spend reading text within their level of proximal development.

Required reading for each teacher: Grades 3-5: The First 20 Days: Reading and Writing Worskshop for Intermediate Students – Allsworth, 2017. Grades K-2: The First Six Weeks: Teaching Routines and Procedures – Richardson, 2009.



**Visit 3 - Objective:** Through administering formative, diagnostic reading assessments, teachers will begin identifying students not making adequate progress with Tier 1 and Tier 2 instruction and formulate a hypothesis and plan for Tier 3 intervention plans and procedures.

Desired Outcome:	Evidence:
<ul style="list-style-type: none"> <li>⇒ Teachers will utilize Tier 2 data and guided reading problem-solving charts to identify students not making adequate learning gains after 12 weeks of systematic, comprehensive Tier 1 instruction and daily Tier 2 instruction.</li> <li>⇒ Teachers will formulate individualized, behavior-specific learning strategies aligned to phonemic awareness, phonics, fluency, vocabulary and comprehension in order to differentiate within Tier 2 guided reading instruction (see Jan Richardson – Problem-Solving Charts).</li> <li>⇒ After 4 weeks of differentiating within Tier 2 Instruction, teachers will perform formative assessments to determine areas of (if) necessary additional intervention including the oral language, letter-sound knowledge, phonemic awareness, oral blending, rapid automatized naming, and phonic decoding.</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Tier 2 Progress Monitoring Charts, Tier 2 Problem-Solving Charts</li> <li>⇒ Anecdotal notes from guided reading lessons</li> <li>⇒ Running records/DRA assessment</li> <li>⇒ (If necessary) Oral Language Assessment, Letter/Sound Assessment, PAST, San Diego Quick Assessment, TOWRE Sight Word Assessment, TOWRE Nonsense Word Assessment</li> <li>⇒ Completed hypothesis matrix (Kilpatrick)</li> <li>⇒ Meeting with MTSS team and plan for Tier 3 instruction: Oral language, Phonological awareness program, developing word-level reading fluency, increasing comprehension/language skills</li> <li>⇒ Reduced special education referral rates to less than 5%.</li> </ul>

#### Research Base:

Without remediating reading difficulties in this laser-targeted systematic progression, struggling readers' level of reading proficiency will not rise above the bottom quartile. In addition, struggling readers will continue to have limited progress in reading until they receive direct, systematic, reading instruction and intervention. According to the 2002 National Reading Panel found Report, most reading difficulties can be identified in



kindergarten and first grade and ultimately can be prevented. Very little work from the past 30-40 years by researchers in psychology, education, special education, linguistics, speech pathology, pediatrics, and neurology that were included in the panel's report has made its way into our schools (Kilpatrick, 2016).

Students who receive training in phonemic awareness and letter-sound knowledge, along with reading connected text outperform typically developing students (Kilpatrick, 2015), therefore Tier 3 intervention must encapsulate these reading skills. Studies in which advanced phonemic awareness is trained yield superior results, and often normalized reading skills. On average, according to What Works Clearinghouse, students who receive training in phonology increase their standard score point gains an average of 27 points. If these research findings were being implemented in schools, there would be 1/6 of the current percentages of students below the 30<sup>th</sup> percentile in reading.

If the teaching practices contained in this comprehensive Tier 1, 2 and 3 instruction are implemented as they should be, only 5% of students will fall below the 30<sup>th</sup> percentile in reading. According to Foorman and Al Otaiba (2009), if the best prevention and intervention were widely used, the percentage of elementary students scoring below the basic level would be reduced from 30-34% to less than 5%. In addition, the factors so often associated with reading research – socioeconomic status, group size, first language, and background did not play a significant role in the outcomes compared to the combination of these three elements (comprehensive, evidence-based Tier 1, 2, and 3 instruction).

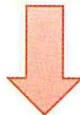
Required for MTSS team: Developing Language and Literacy

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([https://www.amazon.com/gp/product/155766904X/ref=oh\\_aui\\_detailpage\\_o04\\_s00?ie=UTF8&psc=1](https://www.amazon.com/gp/product/155766904X/ref=oh_aui_detailpage_o04_s00?ie=UTF8&psc=1)), Step 1 to Remediating Reading Difficulties, Step 2 to Remediating Reading Difficulties, Equipped for Reading Success ([https://www.amazon.com/Equipped-Reading-Success-David-Kilpatrick/dp/0964690365/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1520615585&sr=1-1&keywords=equipped+for+reading+success+david+kilpatrick&dpID=51C-ypmAUWL&preST= SX218 BO1,204,203,200 QL40 &dpSrc=srch](https://www.amazon.com/Equipped-Reading-Success-David-Kilpatrick/dp/0964690365/ref=sr_1_1?s=books&ie=UTF8&qid=1520615585&sr=1-1&keywords=equipped+for+reading+success+david+kilpatrick&dpID=51C-ypmAUWL&preST= SX218 BO1,204,203,200 QL40 &dpSrc=srch)), Developing Reading Comprehension

([https://www.amazon.com/gp/product/1118606752/ref=oh\\_aui\\_detailpage\\_o08\\_s00?ie=UTF8&psc=1](https://www.amazon.com/gp/product/1118606752/ref=oh_aui_detailpage_o08_s00?ie=UTF8&psc=1)).





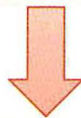
**Visit 4 - Objective: Teachers will receive training in the components of Tier 1 Reading standards – vocabulary and comprehension.**

Desired Outcome:	Evidence:
⇒ Teachers will execute Isabel Beck's vocabulary routine during Tier 1 mini-group lessons across a variety of text genres.	⇒ Increased repertoire of robust vocabulary evidenced student reading response writing.
⇒ Students will develop and internalize high-level vocabulary acquired while interacting with rigorous text during Tier 1 instruction.	⇒ Word meanings will be contextualized processed through accountable talk, reading, writing, and speaking throughout workshop lessons.
⇒ Teachers will employ Jan Richardson's 28 comprehension strategies within rigorous Tier 1 instruction as they correlate to the systematic progression of standards-based instruction.	⇒ Expanded background knowledge, schema, and vocabulary, which promotes increased student reading levels and proficiency

**Research Base:**

Among proficient word-level readers, vocabulary is the number one indicator of reading comprehension. Vocabulary is the strongest predictor of reading comprehension success, followed by morphological awareness – the understanding of parts of words. It is vocabulary that contributes most to distinguishing between poor comprehenders and typical readers. Vocabulary weaknesses can better predict comprehension problems than any other cognitive process involved in reading, as vocabulary is more closely tied to comprehension than any other cognitive process. Students must integrate vocabulary knowledge and morphemic analysis (word study) to support reading comprehension. A study completed in 2017 by Deacon, Levesque, and MacKay showed that beyond word reading and decoding ability, word analysis predicted reading comprehension success in third and fifth graders. Without recognizing morphological patterns – word parts – students are not able to use clues to decode long, unfamiliar words, and to infer the meaning of these words. Students need to actively engage in word analysis and problem solving while reading to increase their oral language skills and reading comprehension skills.

Required reading for each teacher: Bringing Words to Life – Isabel Beck, 2013 and Creating Robust Vocabulary – Isabel Beck, 2008



**Visit 5 - Objective: Teachers will receive training in the components of Tier 1 Writing standards – types of writing, genres, content, and teaching the writing process, and writing and language conventions.**

Desired Outcome:	Evidence Base:
⇒ Teachers will instruct students in writing genre, craft, language, and structure as it pertains to a variety of writing pieces.	⇒ Student reading-response writing pieces and writing pieces generated for multiple purposes and genres.



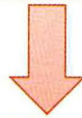
⇒ Teachers will implement a reciprocal process of reading and writing within rigorous Tier 1 instruction as it correlates to the systematic progression of standards-based instruction.

⇒ Student-generated writing pieces that contain grade-level appropriate language and conventions.  
 ⇒ Teacher conferencing anecdotal notes.  
 ⇒ Writing pieces of grade-level expectation and caliber in regard to content.

#### Research Base:

Becoming a proficient writer is a social construct, and occurs within a constructive framework, where students learn through interaction with others. This interactive learning takes place most effectively during the reading and writing workshop. During writing, students brainstorm, create concept maps and graphic organizers, link reading to writing, peer edit, and confer with the teacher. The teacher and peers provide corrective feedback, set attainable improvement goals, and construct learning within a social construct. Vygotskian thinking indicates that the origin of knowledge construction should be sought in the social interaction co-constructed between a more and a less knowledgeable individual. "Learning...then becomes individual as a result of linguistically mediated interaction between the child and the more experienced members (Vygotsky, 1978/1995, as cited in Shabani, 2016, p. 2-3).

Within the writer's workshop, there are three distinct components to conferring during reading and writing workshop, coined as research, decide, and teach. During the research portion, the teacher observes the student, either reading or writing, to determine the student's present level of development with a skill or concept. It is also expected that the teacher will explicitly promote metacognition by asking the student if he is struggling with anything in particular, and how the student feels he is progressing. Most importantly, Gangi (2014, p. 2) stresses, is the critical need for the teacher to record conferring data in a manageable and accessible manner. The teacher then decides on one skill to teach the student during the conference. Gangi (2014, p. 2) explains, "Prioritize and select just one that will grow the student's confidence, alleviate immediate roadblocks, support basic skill development, provide a highly transferrable tool for success, or challenge the student with more sophisticated thinking." Each conference usually lasts five minutes, and Gangi recommends conferencing with each student at least once every two weeks (2014, p. 3).



**Visit 6 - Objective:** Teachers will receive training in the components of Tier 1 Writing standards – language and conventions, and how to implement them in the context of the writer's workshop.

#### Desired Outcome:

⇒ Teachers will use the direct instruction and mastery learning strategies when teaching weekly lessons on language arts and conventions within the reading and writing workshop model.  
 ⇒ Teachers will confer with students, take anecdotal notes on student conferences,

#### Evidence Base:

⇒ Student-generated writing pieces that contain grade-level appropriate language and conventions.  
 ⇒ Teacher conferencing anecdotal notes.  
 ⇒ Writing pieces of grade-level expectation and caliber in regard to language and conventions.

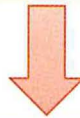


and provide corrective feedback on student writing.  
⇒ Teachers will assess students on transferring and applying language and conventions skills.

#### Research Base:

Hattie (2009, p. 175) explains that the main purpose of feedback is to reduce discrepancies between current understandings and performance and the learning goal. Feedback is information provided by the teacher or peers about aspects of the student's performance or understanding (Hattie, 2009, p. 174). The two basic steps to corrective feedback are to individually (1) tell the student about the current level of performance, and (2) Tell what could be improved. This work usually happens during a reading or writing conference with the student.

There are four types of specific corrective feedback that teachers can use and implement with students. These include affirming what the students did well, correcting and directing, pointing out a process, and coaching students to critique their own efforts. Affirming what a student did well entails telling the student specifically what he or she did well, and that you want to see more of it as they continue their practice ("Feedback: The first secret John Hattie revealed," n.d.) In correct and direct feedback the teacher corrects the student's mistake and directs the student on the process to successfully reach the intended goal. The essence of pointing out a process is to show the student the connection between his result, what he did to get there, and what he can do to get a better result ("Feedback," n.d.) Coaching the student involves teaching the student meta-cognitive strategies to monitor his own performance, which facilitates the transfer of knowledge of language and conventions and the writing process.



**Visit 7 - Objective:** Teachers will receive training in the components of Tier 1 phonemic awareness, phonics, spelling, and word study standards how to implement them in the context of the reading and writing workshop.

#### Desired Outcome:

- ⇒ Teachers will use the direct instruction and mastery learning strategies when teaching weekly lessons on in phonemic awareness, phonics, spelling, and word study.
- ⇒ Teachers will follow the systematic progression in each area of word study and spelling.
- ⇒ Teachers will instruct to the level of mastery within the systematic progression of literacy, meeting each student at his/her developmental level of literacy proficiency.

#### Evidence Base:

- ⇒ Standard score gains equal or greater than one standard deviation on MAP and state assessments.
- ⇒ Reduced rates of children assessed and identified for Tier 2 and 3 intervention.
- ⇒ Increase in student percentile ranks on MAP and state assessments – evidence of closing achievement gaps.
- ⇒ Formative assessments based on systematic progression of word study instruction.

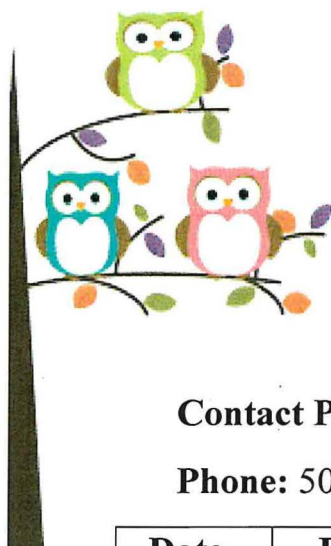


#### Research Base:

In the primary grades, phonics becomes spelling, then spelling becomes word study, which eventually overlaps with vocabulary instruction. By third grade, students transition from learning to read to reading to learn. This is the stage of reading development where most struggling readers tend to stall, get stuck, and in many instances never recover, or get over this hump. This is the reading stage when morphological awareness begins to surpass phonemic awareness in the development of decoding skills. Morphological awareness is the understanding of parts of words – prefixes, suffixes, base words, word chunks, and parts of speech. This knowledge and understanding helps these students when they encounter multisyllabic words– it helps them to decode the words, spell the words, and infer the meaning of the words. In this manner, spelling, word work, and vocabulary converge and overlap one another, and integrating each skill in the context of reading and writing cannot be ignored.

The accuracy of students spelling in kindergarten and first grade is a predictor of later reading ability (Moats, 2005 in Sousa, 2014). Spelling is closely linked to reading because it involves breaking apart a spoken word into its sounds and encoding them into the letters representing each sound. As students develop their spelling skills, they also increase their word recognition speed during reading. Word recognition becomes more automatic, and skilled readers are then able to recognize new words based on their morphemes (word parts). This is the primary way in which students expand their word knowledge - in reading, writing, and spelling in grade three and higher. Therefore, good spelling skills usually leads to rapid word recognition, and rapid word recognition leads to stronger comprehension skills (Sousa, 2014). Connecting the reciprocal process of reading-writing-speaking-listening supports reading development by focusing the child's attention to how print works (2014).

Required reading for each teacher: Wiley Blevins, [A Fresh Look at Phonics](#) (2017).



## A+ Literacy Consulting ~ Contract for Services

### 2018-2019 School Year Price Quote

**District/School Name:** Klondike Elementary

**Address:** 3807 Klondike Ln.

**City, State, Zip:** Louisville, KY 40218

**Contact Person:** Mark Boyer, Principal

**Phone:** 502-485-8286

Date	Day	Hours	Services	Cost
July	1 (23 <sup>rd</sup> )	New Staff (if applicable)	½ K-2 Guided Reading Training: Pre-A, Emergent/Early	\$1,750.
			½ 3-5 Guided Reading Training (Early), Transitional, Fluent	
	2 (24 <sup>th</sup> )	½ Day - Morning	Kindergarten G.R. Refresher – Pre-A & Emergent First 20 Days & Tier 1 Curriculum	\$1,750.
		½ Day - Afternoon	Grade 1 G.R. Refresher – Emergent/Early & Transitional First 20 Days & Tier 1 Curriculum	
	3 (25 <sup>th</sup> )	½ Day - Morning	Grade 2 G.R. Refresher Early, Transitional, & Fluent First 20 Days Tier 1 Curriculum	\$1,750.
		½ Day - Afternoon	Grade 3 G.R. Refresher Early, Transitional, & Fluent First 20 Days Tier 1 Curriculum	
	4 (26 <sup>th</sup> )	½ Day - Morning	Grade 4-5 G.R. Refresher – Transitional & Fluent First 20 Days Tier 1 Curriculum	\$1,750.
		½ Day - Afternoon	RISE UP Training – Tier 3 Intervention teachers, Special Ed., ELL, RtI/MTSS	
Visit 1		Total		\$7,000.



Sept.	1 (11 <sup>th</sup> )	½ Day - Morning	G.R. Assessments, Grouping, First 20 Days of Reader's Workshop/Tier 1 Instruction: Kindergarten	\$1,750.
		½ Day - Afternoon	G.R. Assessments, Grouping, First 20 Days of Reader's Workshop/Tier 1 Instruction: Grade 1	
	2 (12 <sup>th</sup> )	½ Day - Morning	G.R. Assessments, Grouping, First 20 Days of Reader's Workshop/Tier 1 Instruction: Grade 2	\$1,750.
		½ Day - Afternoon	G.R. Assessments, Grouping, First 20 Days of Reader's Workshop/Tier 1 Instruction: Grade 3	
	3 (13 <sup>th</sup> )	½ Day - Morning	G.R. Assessments, Grouping, First 20 Days of Reader's Workshop/Tier 1 Instruction: Grades 4, 5	\$1,750.
		½ Day - Afternoon	Meet/work with admin, interventionists, RISE UP – Tier 3 Training, RtI/MTSS	
Visit 2		Total		\$5,250.

Oct.	1 (23 <sup>rd</sup> )	½ Day - Morning	Tier 1 Instruction, Timing/Pace of Reader's Workshop, Student Workstations, G.R. Progress Monitoring: Kindergarten	\$1,750.
		½ Day - Afternoon	Tier 1 Instruction, Timing/Pace of Reader's Workshop, Student Workstations, G.R. Progress Monitoring: Grade 1	
	2 (24 <sup>th</sup> )	½ Day - Morning	Tier 1 Instruction, Timing/Pace of Reader's Workshop, Student Workstations, G.R. Progress Monitoring: Grade 2	\$1,750.
		½ Day - Afternoon	Tier 1 Instruction, Timing/Pace of Reader's Workshop, Student Workstations, G.R. Progress Monitoring: Grade 3	
	3 (25 <sup>th</sup> )	½ Day - Morning	Tier 1 Instruction, Timing/Pace of Reader's Workshop, Student Workstations, G.R. Progress Monitoring: Grades 4, 5	\$1,750.
		½ Day - Afternoon	Meet/work with admin, interventionists, RISE UP – Tier 3 Assessments and Progress Monitoring, RtI/MTSS	
Visit 3		Total		\$5,250.

Dec.	1 (4 <sup>th</sup> )	½ Day - Morning	Tier 1 Instruction, Reading Standards/Lessons in Reading Workshop, G.R. Word Study: Kindergarten	\$1,750.
		½ Day - Afternoon	Tier 1 Instruction, Reading Standards/Lessons in Reading Workshop, G.R. Word Study: Grade 1	
	2 (5 <sup>th</sup> )	½ Day - Morning	Tier 1 Instruction, Reading Standards/Lessons in Reading Workshop, G.R. Word Study: Grade 2	\$1,750.
		½ Day - Afternoon	Tier 1 Instruction, Reading Standards/Lessons in Reading Workshop, G.R. Word Study: Grade 3	
	3 (6 <sup>th</sup> )	½ Day - Morning	Tier 1 Instruction, Reading Standards/Lessons in Reading Workshop, G.R. Word Study: Grades 4, 5	\$1,750.
		½ Day - Afternoon	Meet/work with admin, interventionists, RISE UP – Tier 3 Assessments and Progress Monitoring, RtI/MTSS	
Visit 4		Total		\$5,250.

Jan.	1 (29 <sup>th</sup> )	½ Day - Morning	Tier 1 Instruction, Language Standards/Lessons in Reading Workshop, G.R. Comprehension Scaffolds/Progression: K	\$1,750.
		½ Day - Afternoon	Tier 1 Instruction, Language Standards/Lessons in Reading Workshop, G.R. Comprehension Scaffolds/Progression: Grade 1	
	2 (30 <sup>th</sup> )	½ Day - Morning	Tier 1 Instruction, Language Standards/Lessons in Reading Workshop, G.R. Comprehension Scaffolds/Progression: Grade 2	\$1,750.
		½ Day - Afternoon	Tier 1 Instruction, Language Standards/Lessons in Reading Workshop, G.R. Comprehension Scaffolds/Progression: Grade 3	
	3 (31 <sup>st</sup> )	½ Day - Morning	Tier 1 Instruction, Language Standards/Lessons in Reading Workshop, G.R. Comprehension Scaffolds/Progression: Grades 4, 5	\$1,750.
		½ Day - Afternoon	Meet/work with admin, interventionists, RISE UP – Tier 3 Assessments and Progress Monitoring, RtI/MTSS	
Visit 5		Total		\$5,250.



March	1 (12 <sup>th</sup> )	½ Day - Morning	Tier 1 Instruction, Spelling Standards/Lessons in Reading Workshop, G.R. Guided Writing: Kindergarten	\$1,750.
		½ Day - Afternoon	Tier 1 Instruction, Spelling Standards/Lessons in Reading Workshop, G.R. Guided Writing: Grade 1	
	2 (13 <sup>th</sup> )	½ Day - Morning	Tier 1 Instruction, Spelling Standards/Lessons in Reading Workshop, G.R. Guided Writing: Grade 2	\$1,750.
		½ Day - Afternoon	Tier 1 Instruction, Spelling Standards/Lessons in Reading Workshop, G.R. Guided Writing: Grade 3	
	3 (14 <sup>th</sup> )	½ Day - Morning	Tier 1 Instruction, Spelling Standards/Lessons in Reading Workshop, G.R. Guided Writing: Grades 4, 5	\$1,750.
		½ Day - Afternoon	Meet/work with admin, interventionists, RISE UP – Tier 3 Assessments and Progress Monitoring, RtI/MTSS	
Visit 6		Total		\$5,250.

April	1 (16 <sup>th</sup> )	½ Day - Morning	Grades K-1: Planning Next Steps - Tier 1 & 2 Instruction, Progress Monitoring	\$1,750.
		½ Day - Afternoon	Grades 2-3: Planning Next Steps - Tier 1 & 2 Instruction, Progress Monitoring	
	2 (17 <sup>th</sup> )	½ Day - Morning	Grades 4-5: Planning Next Steps - Tier 1 & 2 Instruction, Progress Monitoring	\$1,750.
		½ Day - Afternoon	Train Coach: Guided Reading Assessments, Data, Analyzing, Grouping	
	3 (18 <sup>th</sup> )	½ Day - Morning	Train Coach: Guided Reading Routines – Pre-A, Emergent, Early	\$1,750.
		½ Day - Afternoon	Train Coach: Guided Reading Routines – Transitional, Fluent	
Visit 7		Total		\$5,250.
Total Cost				\$38,500.

**Additional Notes:**

Total Cost is **all-inclusive**: I arrange and pay all costs for travel, flight, car rental, hotel, and meals.

**Price Quote includes** all materials for grade-level Tier 1 curriculum (1 book per teacher) and First 20 Days to Reader's Workshop for teachers in grades 3-5 (1 book per teacher).



***Please Make Check Payable to:***

**A+ Literacy Consulting, LLC**

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Palm Harbor, FL 34683  
(727) 307-8630  
**EIN # 47-5561879**