Early Literacy Board Allocation

Work Session: 10.18.21

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Board Feedback

Board Priorities

- First and and second grade classrooms
- More “hands on deck” during literacy instruction (instructional assistant)
- Working with struggling readers
- Early literacy is the foundation for all student success

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Teacher Feedback

Noticings

-lack of phonemic awareness
-decoding strategies
-low DRA scores
-limited number of books at home to read
-executive functioning skills are an issue
-learning how to do school because have been at home for so long
-working on behavior and independent working skills
-working memory is a much bigger issue this year as compared to pre-COVID

-students are coming across more levels than ever before (Level A-O)
-writing and spelling is a big struggle
-guided reading is where we are seeing the growth with our students already
-some 1st graders know only 9 sounds
-restructuring literacy blocks for more phonics instruction embedded into writing
-struggling with blending and decoding words
-independent work skills and stamina much lower than we have experienced with 1st and 2nd graders before
-BLP was the best experience for me to learn how to teach reading and need to continue that training

-very low stamina at school in general
-phonemic awareness a big issue
-reading levels lower in general
-noticeable skill gaps
-parents not realizing where their child really is as compared to what they saw in remote learning

Teacher Feedback-East End Teachers

With opportunities for co-teaching this year we have noticed big gains already in struggling students. We think it would be beneficial to have more certified staff available to reach more students. This would assist students who need both extension or tier 3 intervention.

Literacy Footprint kits in all grade levels K-2 are needed as well as RISE training.

Jessica did an excellent job summarizing our meeting. Having certified teachers to assist in interventions and support in our core instruction would be a benefit to our students.

Since we have had Instructional Tutors push into our classrooms during MTSS, more students are being reached in that small group setting. Those students get the help that they need, and we are able to meet with all students 2-4 times a week.

Having additional support during our core reading block would be beneficial so that we can ensure that all students can be met with during that time.

We are noticing concerns with print concepts, directionality when reading and serial order concerns in writing.

Our students need additional instruction to unlearn some "bad habits" formed during NTI instruction.

An additional certified teacher that could provide support with on and above grade level readers in the early primary classrooms would be very beneficial.

Literacy footprints kits in all K-2 classrooms would be helpful with teacher planning and use of materials.

Teacher Feedback-North End Teachers

In order to enhance literacy skills in our classrooms, I think a certified teacher or instructional tutor would be the better option. This would allow small groups to work intensively on filling learning gaps or building stronger literacy skills in different areas. With these smaller groups, the students will be able to receive differentiated learning based on their own literacy needs. A person with experience and training in education would bring their own schema, ideas, and resources to better help our students within these groups.

We could also really benefit from a a co-teacher type position (that isn't necessarily a sped teacher) to help with our core reading lesson. Having an extra set of hands and support during this time would be really helpful. We would have to be strategic about which classroom would get this person, but it would most likely be the classroom with either the highest number of low readers or a room with behaviors that need a little bit of extra support to stay focused and on task (not major behaviors, but minor issues stemming from the kids not knowing "how to do school," if that makes sense). There is an overlap in scheduling, so 1st and 2nd would have to share this person or determine which grade level needs them the most.

Teacher Feedback-North End Teachers

In order to assist with reading gaps, a certified teacher would be the best fit. A certified teacher would come with knowledge, resources, possible previous experience, etc. Classroom teachers would feel more comfortable assigning specific students to this teacher rather than a classified employee. As far as resources, we have a good amount here at Freedom. Therefore, the extra support would be the most beneficial to fill the gaps and meet all student needs. Lastly, a classified employee could be concerning as this person could be used more for classroom management, making copies, etc. instead of supporting reading needs within the classroom. Also, finding this many classified employees seems nearly impossible at this time.

I agree with everyone else; a certified teacher or tutor is the best option for closing these literacy gaps. As for instructional resources, that is not a need here at Maryville. We have an abundance of literacy resources. Our greatest need is for another set of hands to help provide consistent, effective instruction to all students in our classrooms.

Teacher Feedback-Central Area Teachers

First and second grade classrooms need an abundance of Leveled books to use for reading homework. I send a ziploc bag of "Weekly Homework Books" with each student. I usually put 2 books per day so that's 10 books each for 24 students.

Parent workshops/meetings to discuss executive function skills that their children need to develop. Working memory, organization, focusing attention, self-regulation, following 2&3 step directions, etc.

Ideally one extra co-teacher for both grade levels would be awesome, but logistically we could probably make it work with one. They will be most beneficial during our core time (Wit and Wisdom) and during guided reading/MTSS. If this is an all day position, we could also utilize having a co-teacher during our FUNdations time and writing time.

In terms of training, this certified person would need training for how to use Literacy Footprints, DRA, PASS, Wit & Wisdom, and FUNdations if we are able to utilize them during that time..

Teacher Feedback-Central Area Teachers

An extra person in the room during our center time would allow me to focus all of my time on interventions without interruptions from other students. As we mentioned in our meeting, a lot of our students are struggling to work independently and follow directions without assistance from an adult. An extra person would not have to be trained in literacy (the classroom teacher would be providing intervention) but they could lead a phonics or grammar lesson, do a whole class read aloud, work with students practicing fluency/choral reading, and manage center expectations, etc.

Using programs like "Heggerty" would only need the cost of the books (approx $100) and an assistant can follow the scripted lesson without additional training. Making Words or Words Their Way could also be utilized in small group without formal training sessions. (The classroom teacher would still analyze the data)

We would benefit the most from a certified teacher who would be available to run a reading group (or two) during our grade level guided reading time. Looking at our master schedule, this person would be able to work with both 1st and 2nd grade during reading group time/MTSS time.

We could also really benefit from a a co-teacher type position (that isn't necessarily a sped teacher) to help with our core reading lesson. Having an extra set of hands and support during this time would be really helpful. We would have to be strategic about which classroom would get this person, but it would most likely be the classroom with either the highest number of low readers or a room with behaviors that need a little bit of extra support to stay focused and on task (not major behaviors, but minor issues stemming from the kids not knowing "how to do school," if that makes sense). There is an overlap in scheduling, so 1st and 2nd would have to share this person or determine which grade level needs them the most.

Teacher Feedback-Central Area Teachers

For literacy support, we really need either an additional certified staff member (to reduce class sizes) or classified staff members to reduce teacher to student ratio during critical literacy instruction.

Talking with my principal, we could adjust our master schedule to not have all tier 1 literacy occur at the same time if schools could only get 2 literacy trained IA's per 4 teachers (for example).

Also, if we went the certified route we could have a literacy expert working with all students for tier 1 reading time and homeroom teachers work with the other content areas while supporting literacy as applicable (through social studies content/writing/science/and literacy in math).

I need another person in the room to help monitor/redirect students whose task is working independently or in stations while I am teaching/assessing literacy. My biggest challenge so far this year has been **in**frequent **un**interupted time to teach/assess one-on-one or in small groups. My students are not yet self-directed learners or self-regulated humans. I need another person in the room to help keep 18 of them on task while I meet with the other 6.

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Items to Consider

State Laws (KRS/KAR)

- **KRS 158.840: General Assembly Findings and intent—Roles of statewide entities in improving student achievement.**

  (1) The General Assembly hereby finds that reading and mathematics proficiency are gateway skills necessary for all Kentucky students to achieve the academic goals established in KRS 158.6451. It is the General Assembly's intent that:

  (a) All students in the primary program having difficulty in reading and mathematics receive early diagnosis and intervention services from highly trained teachers;

- **704 KAR 3:095: Use of Response-to-Intervention in K through Grade 3.**

Section 2. Each local district shall implement a comprehensive response-to-intervention system for Kindergarten through Grade 3 that includes:

(1) Multi-tiered systems of support, including differentiated core academic and behavioral instruction and targeted, intensive academic and behavioral intervention, delivered by individuals most qualified to provide the intervention services, that maximize student achievement and reduce behavioral problems;

State Laws (KRS/KAR)

- 704 KAR 3:095: Use of Response-to-Intervention in K through Grade 3. (continued)

(3) Interventions that:
(a) Are evidence-based;
(b) Vary in intensity and duration based on student need;
(c) Meet the needs of the individual student;
(d) Are implemented with fidelity;
(e) Are delivered by individuals most qualified to provide the intervention services; and
(f) Are monitored through a comparison of baseline data collected prior to intervention and ongoing progress data;
(4) Support for early intervention to address academic and behavioral issues; and
(5) Data-based documentation of:
(a) Assessments or measures of behavior;
(b) Progress during instruction;
(c) Evaluation, at regular intervals, for continuous progress; and
(d) Individual student reports shared with the parents of each student in Kindergarten through Grade 3 that summarize the student's skills in mathematics, reading, and writing; the student's behavior; and any intervention plans and services being delivered.

State Laws (KRS/KAR)

707 KAR 1:300 Referrals for Evaluation of Students for Special Services

Section 3. Referral System. (1) An LEA shall have a referral system that explains how referrals from district or nondistrict sources will be accepted and acted upon in a timely manner.

(2) The referral system shall be conducted in such a manner as to prevent inappropriate over identification or disproportionate representation by race and ethnicity of children in special education by ensuring that each child has been provided appropriate instruction and intervention services prior to referral.

(3) The LEA shall ensure that:

(a) Prior to, or as a part of the referral process, the child is provided appropriate, relevant research-based instruction and intervention services in regular education settings, with the instruction provided by qualified personnel; and

(b) Data-based documentation of repeated assessments of achievement or measures of behavior is collected and evaluated at reasonable intervals, reflecting systematic assessment of student progress during instruction, the results of which were provided to the child's parents.

(4) If the child has not made adequate progress after an appropriate period of time during which the conditions in subsection (3) of this section have been implemented, a referral for an evaluation to determine if the child needs special education and related services shall be considered.

Teacher Concerns

- We don't have enough instructional assistants now, how will we find ones that we currently need as well as these positions?
- Due to the needs of my students, training and/or supervision of another individual to provide instruction to my students is too much right now
- Equality vs. Equity-not all schools have equal needs and need the same thing
- High potential impact existing internal hires if these positions pay more (Ex: K Assistant applies for this position and now classroom does not have K IA, etc.) taking into consideration the issue with hiring instructional assistants
- Reading block across the district predominantly occurs at same time in the morning
- Certified staff allows more flexibility in delivery model of core instruction and re-teaching of literacy skills as compared to classified staff

Budget Points to Ponder

- 91 classrooms across the district that are a combination of:
  - *Grade 1- 37 classrooms*
  - *Grade 1/2- 9 classrooms*
  - *Grade 2- 33 classrooms*
  - *Grade 2/3- 7 classrooms*
  - *Grade K/1 (currently eligible a half time instructional assistant)- 5 classrooms*
- Literacy Allocation ($1,000,000)
  - *91 classrooms: $2,220,463.70 (all classrooms)*
  - *70 classrooms: $1,708,049.00 (Grade 1 and 2 only)*
  - *45 classrooms: $1,098,031.50*
  - *All based on current Instructional Assistant Pay @ $24,400.70 (brand new hire); w/experience @$29,076.14*

Recommendations-Teacher and Principal Input

- Utilize retired certified staff for part-time positions to work in literacy core instruction-mornings
  - **2 per school (1 @NES): $688,710.75 ($27,548.43)**
- Utilize full-time certified staff per elementary to provide support in literacy and support literacy in content areas
  - **Per school: $789,553.83 ($60,734.91)**
- Utilize 1-3 instructional assistants (at current pay) per school
  - 3 for schools with larger numbers of Grades 1-2 classrooms
  - 1-2 for schools with smaller number of classrooms
  - **28 classrooms: $683,219.60 (*brand new hire*)**

TIME TO DISCUSS