

NKC Schools

PreK-12 Literacy Plan



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Introduction

ACKNOWLEDGEMENTS

The PreK-8 Literacy Task Force is a group of dedicated North Kansas City Schools’ educators that began meeting in August 2018. This team committed to meeting three hours per month to create this revised PreK-8 Literacy Plan that will guide preK-8 literacy instruction in North Kansas City Schools. During their time together, this team studied eight years of ELA academic achievement data, created a mission to drive their work, participated in shared learning around best practices in literacy instruction, and reflected on the key learnings from literacy consultants that have partnered with the district. After reviewing the existing Elementary Balanced Literacy Plan with a critical eye for improvement, the team divided into committees to do specific work related to the plan.

PreK-8 Literacy Task Force Committee Members				
Partnerships	Standards-Based Curriculum	Instruction & Interventions	Leadership & Sustainability	Assessment
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*Denotes committee chair				

The High School Literacy Task Force, which was created in the fall of 2018, built upon the foundational work of the PreK-8 Literacy Task Force to outline a vertical progression of literacy instruction from PreK through the senior year of high school.

High School Literacy Task Force Committee Members					
Partnerships	Standards-Based Curriculum	Instruction & Interventions	Leadership & Sustainability	Assessment	Post-Secondary Readiness
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*Denotes committee chair					

The result of the many hours of work from these teams is presented in this plan. We thank each and every one of the above task force members for their dedication, passion, and service.

This plan comes from a body of research from which the task force members subscribe. The task force members stand on the shoulders of such literacy experts and practitioners as Dr. Richard Allington, Matt Glover, Penny Kittle, Debbie Miller, Kate Roberts, Cornelius Minor, and Cris Tovani, just to name a few. Over time, the books these professionals have written, as well as the hours of professional development and leadership many have provided in North Kansas City Schools, have forever changed the way in which we go about literacy teaching and learning. We thank these mentors for making North Kansas City Schools a great place to learn for our students and teachers.

PREK-8 LITERACY TASK FORCE MISSION STATEMENT

We are an inclusive team of dedicated educators. We are here to **reimagine**, **reinvent** and **reinvigorate** the vision for PreK-8 literacy in North Kansas City Schools. Together, we will develop a comprehensive, cross-curricular literacy plan by researching best practices, identifying characteristics of quality instruction, and aligning a support system for professional development and implementation.

HIGH SCHOOL LITERACY TASK FORCE MISSION STATEMENT

We are an inclusive team of dedicated educators. We are here to **reimagine**, **reinvent** and **reinvigorate** the vision for PreK-12 literacy in North Kansas City Schools. Together, we will develop a comprehensive, cross-curricular literacy plan that will prepare our students for success beyond high school as citizens in a global society. We will do this by researching best practices, identifying characteristics of quality instruction, and aligning a support system for professional development and implementation.

STANDARDS-BASED CURRICULUM

CURRICULUM WRITING/REVISION PROCESS

We acknowledge and accept the reality that certain models of teaching and learning are ineffective for today's youth. The increasing development of new, innovative, research-based "best practices" and the discovery of how our students learn best, propels us to make necessary instructional changes. Because of the changing needs of children and the rapidly evolving demands of our global economy, we began the process of transforming our curriculum. We aspired to create a curriculum that is guaranteed, viable, and rooted in a consistent framework across grade levels.

John F. Kennedy is quoted as saying, "Change is the law of life. And those who look only to the past or present are certain to miss the future."

Grade level teams of K-5 educators began the revision process in 2012. Middle school teams, grades 6-8, began this same process in 2018. High school teams, grades 9-11 launched into this process in 2019. This arduous, yet necessary and critical process, included the following steps:

- Prioritize Standards
- Name the Units of Study
- Assign priority and supporting standards
- Prepare a pacing calendar
- Unwrap priority standards
- Write essential questions and learning targets
- Identify key vocabulary
- Construct a detailed unit
- Identify potential assessment opportunities
- Identify teaching points and outline engaging experiences
- Make recommendations for effective instruction, differentiation, intervention, technology integration, special education, and ELL
- Identify resources to support the teaching points
- Identify places, if appropriate, for Makerspace opportunities
- Utilize teacher feedback to revise as needed

CURRICULUM APPLICATION PROCESS

The Literacy Task Force subcommittee, Standards-Based Curriculum, met and determined the process for writing curriculum. With this process in mind, a Curriculum Writing Team Application was created. This application was sent out to all elementary, middle, and high school teachers, as well as building teaching and learning coaches. This application process was used to gather information about candidates' professional knowledge of literacy curriculum and their passion for the work. Applications were reviewed by members of the Literacy Task Force. A total of 19 elementary and middle school teachers and two teaching and learning coaches were selected to participate on the 2017-2018 Curriculum Writing Team. For the 2018-19 High School Curriculum Writing Team, a total of ten high school regular educators, three special educators, and one teaching and learning coach joined in on the work. These teams work to revise and/or rewrite the current North Kansas City Instructional Alignment Guides (IAGs) and Units of Study (UOS) to align with the PreK-12 Literacy Plan. This process will be on-going and will include feedback from current teachers throughout the duration of their work.

ANNUAL CYCLES OF FEEDBACK

Feedback is one of the most powerful influences on learning and achievement. As educators, we know this statement is true and value how the teachers who are implementing this work feel about it. Teachers are the ones on the front lines delivering our curriculum, making them our most important voice in the feedback loop. Through

surveys released through our Learning Management System, Canvas, teachers have direct access to a tool that allows them to provide feedback on opportunities for improvement for each curricular unit. Teachers will be asked to reflect on the units shortly after they have completed them to allow clarity of what went well and what could be improved upon. Providing an opportunity for teachers to offer feedback after completing a unit will allow for timely and constant improvement as well as further clarity. Units will be reviewed and updated each year by unit writers and district-level instructional coordinators to ensure our students are getting the very best opportunities placed in front of them.

OVERVIEW OF UNITS OF STUDY

STANDARDS-The Units of Study were developed using the Missouri Learning Standards as the foundation. In addition, grades 7-12 ACT standards will accompany the Missouri Learning Standards.

STUDY OF MENTORS-We use mentor texts to develop our students' comprehension strategies and love of reading. Mentor texts provide teachers a model for explicitly modeling or demonstrating a teaching point that includes both a skill and strategy. These texts are also referenced by our students as they "read like writers" in order to emulate the elements of writer's craft when developing their own pieces.

CHOICE (promote authentic reading and writing) - Choice increases motivation and relevance allowing for better personal connections to the text. Choice offers students self-differentiation. Students need choice of texts to read and topics to write about each day. By having this choice, we are promoting authentic reading and writing experiences.

"Choice reading does not mean choosing a book within a certain Lexile level or color range level. Choice means choice."

Beers and Probst, *Disrupting Thinking* (p. 138)

Communications to families regarding CHOICE titles utilized within a unit will be a part of our curriculum implementation practices.

CULTURALLY RESPONSIVE TEXT

As a part of the curriculum writing process, writers are challenged to include mentor texts that represent the diverse population of students in NKC Schools. In addition, preK-12 ELA teachers were provided significant funds to establish and/or grow their classroom libraries. One piece of this agreement is to purchase texts with characters the students in their classrooms can identify with, characters that look like their students, characters that come from the same background as their students. An audit of curriculum guided the work of curriculum writing teams.

See Appendix A for the Curriculum Audit.

VOLUME

Abundant research from Donalyn Miller, Stephen Krashen, Richard Allington, Kyleen Beers, and so many literacy experts indicates the volume of reading and writing people do to have the single most significant effect on their literacy achievement. Standing on the shoulders of these experts, curriculum writing teams have designed the educational experiences to be centered on just that ... students having time to read and write with support and specific strategy instruction.

DISCOURSE - The results of John Hattie's meta-meta-analysis (*Visible Learning*, 2009) of over 50,000 educational studies compared the "effect size" of various factors that influence student achievement. Classroom discussion (discourse) was found to have an effect size of .82, which has been classified as having a large effect size. The curriculum will outline many opportunities for students to talk with their teacher and with one another as they make meaning of complex texts. The intentionality in increasing the amount of discourse is evident specifically in individual and small group conferencing, as well as in book club units in grades 6-12.

MAKING OF AUTHENTIC PRODUCTS - - REAL LIFE WRITING

North Kansas City Schools believes student writers should be creating, publishing and sharing products that can be found in the real world, as well as in academia. Not only does this give writers an authentic audience, it gives them a purpose for writing beyond completing an assignment for school. For the majority of instructional time, we want our writers drafting authentic pieces of work that are mirrored outside the four walls of a classroom, as well as building upon traditional forms of academic writing such as reports, essays, and prompt writing. Teaching students to write reviews, memoirs, feature articles, letters to the editor, and proposals, just to name a few, allows them to study and learn from authentic work in the world and transfer what they learn to their own pieces. At the high school level, the goal in curriculum is to represent a balance between teaching students the foundational writing skills necessary for academic writing and the real-world types of writing is what will best prepare them for college and career expectations.

BOOK CLUBS

Starting in grade 6, some units of study have students working in book clubs. Curriculum writers select text based on; genre being studied, award-winning book lists, and/or text aligned to unit topics of study, Missouri Learning Standards, book reviews, recommendations from teachers and students, topics of interest to grade level students. Teachers are asked to follow the process below prior to beginning each book club unit.

1. Share book selection titles with families, including a short blurb about each book. It is recommended that these blurbs come from Common Sense Media. This communication can be embedded in the weekly/monthly newsletter.
2. Offer for families to reach out to their child’s teacher if they do not want their child reading one or more of the provided texts. The teacher will work with the child to find a text that lends itself to the unit work. If other students wish to read the alternate book, and copies are readily available, they are welcome to join a book club with the alternate text.

CULTURALLY RESPONSIVE INSTRUCTION

Culturally responsive instruction is student-centered instruction that promotes a culture’s strengths, allowing students to make connections. A piece of literature, a rich task, and the room environment needs to be authentic and representative of those found outside of schools, too. These aspects of learning should emulate the philosophy found within the culture. When presenting literature and rich learning tasks in the classroom, students should see their families, their cultures, and experiences similar to what they have experienced. By providing rich learning tasks and literature reflective of the students in the North Kansas City School District classrooms, readers and writers will be given opportunity to develop a sense of belonging within the classroom community, as well as globally.

“Culturally responsive teaching is a pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning,” (Ladson-Billings, 1994).

21ST CENTURY PREPAREDNESS

Another consideration when determining authentic student products is the importance of ensuring all North Kansas City students are prepared for the 21st century. The Instructional Alignment Guides (IAGs) and Units of Study (UOS) will be revised to include a technology component to assist teachers in incorporating the International Society for Technology in Education standards (<https://www.iste.org/standards/for-students>) into their literacy instruction.

These standards are:

1. Empowered Learner
2. Digital Citizen
3. Knowledge Constructor
4. Innovative Designer
5. Computational Thinker
6. Creative Communicator
7. Global Collaborator

Incorporating these standards into our district curriculum ensures that North Kansas City students will be critical thinkers who creatively solve problems, while also being inquirers of the world around them. Integrating these standards into the literacy classroom gives North Kansas City students the necessary platform to experience these things authentically and transforms their educational experience. We believe these skills are essential to their future success in and outside of the classroom.

AVID

In 2011, North Kansas City Schools began a partnership with AVID (Advancement Via Individual Determination) in its secondary schools. The district was drawn to AVID due to its successful mission of closing the opportunity gap by preparing all students for college readiness and success in a global society. This is done through the use of AVID strategies and a focus on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), all layered within the existing curriculum. Today that partnership continues and is explicit in the curriculum at grades 7-12. Students are encouraged to be the drivers of their own learning as they master content, as opposed to merely memorizing and repeating. AVID strategies increase the level of thinking and discourse in the classroom, as they encourage students to collaboratively solve problems and create content mastery through inquiry. Active learning is also a goal of classrooms with authentic AVID integration with students constructing knowledge and understanding through their own actions, honoring how we know students learn best.

HIGH SCHOOL REDESIGN

Our NKC Board of Education approved a redesign for our high schools in 2020-21. This redesign includes restructuring our teaching and learning to have an Industry Pathway approach. Below represents curriculum revisions that includes industry themed content, but keeps standards the same.

9-10 high school core and technical core courses are designed to include the Portrait of a Graduate competencies. Each high school is designed in an Industry Pathway School Of:

Business, Leadership and Entrepreneurship.

Design, Innovation and Technology
Health & Wellness

Human and Public Services.

This structure aligns to our high school redesign goals which include ensuring the curriculum is standards-based and encompasses authentic, real-world, relevant learning experiences.

RATIONALES/RESEARCH FOR READING, WRITING, SPEAKING AND LISTENING

North Kansas City Schools' students are explicitly taught reading and writing through whole group, small group, and individual instruction. Our Missouri Learning Standards provide the foundation for our work in reading, reading foundations, writing, language, and speaking/listening.

Reading Rationale:

Learners need vast amounts of time for actual reading. When teaching reading, we explicitly teach skills that students transfer to their own texts. As with learning any skill, the learner needs to be doing the thing they are being taught. Students don't learn to read by filling out worksheets, answering questions, or listening to someone talk about the skills of a reader. Thus, when learning the skills of proficient readers, learners need to be immersed in actual reading to practice the skills taught. In fact, Richard Allington reports that students in the classrooms of more effective teachers read ten times as much as students in classrooms of less effective teachers (Allington and Johnston, 2002). The single most important thing we can offer to students is time and space to learn to read by reading.

Learners need explicit instruction in the skills and strategies of proficient reading. Allington's research states the importance of naming and describing a strategy; speaking to why, when, and how it could be used. The teacher then models using the strategy in action. Students are asked to try the strategy through guided practice, followed by time to independently try the strategy out in their own text. While strategies may be isolated for instructional purposes, it is important to also show students how to coordinate the use of multiple strategies. Good readers use multiple strategies to comprehend text, therefore we must balance the single use of a strategy with the orchestration of multiple strategies in order to foster students' independent use and transfer of the strategies.

Learners need explicit instruction in phonemic awareness and phonics. Children need to become aware of how the sounds in words work before they can learn to read print and understand that words are made up of phonemes (individual speech sounds). A child's skill in phonological and phonemic awareness is a strong predictor of later reading success or difficulty. **"Phonological and phonemic awareness refer to spoken language** — the understanding that the sounds of spoken language work together to make words. **Phonics refers to the connection between sounds and print** — it's the instruction that teaches that letters represent the sounds of spoken language, the **alphabetic principle**. Phonics is the tool teachers use to facilitate making print-sound associations. Children who cannot hear and work with the phonemes of spoken words will have a difficult time learning how to relate these phonemes to letters when they see them in written words." (readingrockets.org; Piasta, S & Hudson, A, 2022). (See more specifics in Reading Foundations below)

Learners need opportunities to talk about texts. Social interactions support learning. Talk is a visible, concrete way for students to do the thinking work that soon will become internalized and invisible. Effective teachers facilitate problem-posing, problem-solving talk.

Learners need access to books that they can read with high levels of accuracy, fluency, and comprehension. While this is important for all students, it is imperative for those students who struggle. Across groups of students studied, students with very low fluency will not improve their reading ability if they are taught with grade-level materials (O'Connor, 2002). Therefore, consistently asking all students to read the same text contradicts much of what is known about effective teaching and learning. Providing students with text they can and want to read is an influential factor in reading success. Choice matters as we strive to not only teach students how to read, but to help them grow as individuals who value reading.

Learners need to increasingly engage with complex text, with scaffolding for those that need it. In order for students to have the stamina and skills to read increasingly difficult text, we are committed to providing all students with opportunities to engage with grade-level text. While some will need more support than others to access text, teaching students how to tackle vocabulary, understand complex text structures and figurative language is crucial as these are just a few hallmarks of text complexity. In order for students to persevere through complex reading, we must ensure they have plenty of time to read texts of interest and accessibility so as to be vested enough in reading to persevere through difficult text when called upon.

Learners should be provided specific feedback tailored to their individual strengths and needs. We are committed to being responsive to our learners. As such, after teaching our explicit lessons, students must be closely observed to determine what they can do and with what they need further teaching and coaching. Conferencing affords teachers the opportunity to monitor students' progress and teach into their specific needs.

Students should be provided additional support. Some students will require supplementary instruction. This may be in the form of small group reteaching during the work time, advisory or reteaching blocks of time to support students with targeted standards, or a Tier 3 course (ex. MTSS or Literacy Methods for those in most need that do not have other support classes).

In summary, North Kansas City Schools is committed to providing reading instruction where teachers demonstrate what it means to have a love of reading. Learners will have long periods of time for reading high-interest, accessible books of their choosing. Teachers will explicitly model and demonstrate the skills and strategies of proficient readers for which the learners will transfer to their own texts. In addition to reading, learners will be

offered time to talk, and sometimes write, in response to texts. Through conferring with individuals, teachers will provide instruction based on individual student needs.

Writing Rationale:

Writers must be explicitly taught the skills and strategies of proficient writers, and they must be provided ample amounts of time for practice. Assigning writing is not the same as providing students a coherent curriculum inclusive of narrative, informational, and opinion/argumentative writing. Like reading and math, writing is a skill that develops over time with much practice and coaching. Because of the visibility of writing, we are able to see the progression of progress our students are making based on our teaching.

Writers write the kinds of texts that they see in the world for authentic audiences. Exposing students to a variety of genres throughout the grade levels helps students experience real writing that they see in their world. At the beginning of each unit, teachers will share writing pieces within that genre so students are able to ask, “What did this author try that I might want to do in my writing?” Writers deserve to write for audiences other than the teacher. Having the vision that their writing will be seen, enjoyed, and may even cause an effect helps engage and motivate writers in a relevant way.

Writers will choose their own topics most of the time. For students to be invested in their writing, it is essential that they write on topics that are important to them. In doing so, they will care about writing well.

Explicit writing instruction matters. Writers need to be taught about the qualities of good writing, as well as conventions, that make our pieces ready for an audience. Through studying mentor pieces, which may come from a combination of published authors, teacher writing, and peer writing, students create a vision for the type of writing they are being asked to create. Naming these skills and strategies, showing students how, guiding them through practice, and expecting them to approximate the skill/strategy in their own writing helps students progressively become stronger writers.

Writers cycle through the writing process. Through the workshop, writers will have many opportunities to rehearse, draft, revise, edit, and publish their writing. It is important for writers to use the process, not just name it. Writers will be in varying stages of the process throughout a unit as they cycle back and forth between rehearsing, drafting, and revising. Editing and publishing for an audience will come at the end of each unit.

Reading like writers allows authors to study what others do in order to try it on their own. Writing units will allow for writers to have time to deeply study mentor texts in which to learn from and approximate in their own writing. By studying the work of others, writers will intentionally create pieces reflective of the type of writing and genre being studied.

Writers need clear expectations and feedback. John Hattie’s research supports the effective practices of identifying clear goals for students with feedback aligned to progress towards those goals. Writing is no exception. Providing rubrics with clear goals, and individually coaching students on their progress towards those goals, is imperative to providing students a solid writing curriculum.

Speaking and Listening Rationale:

It may appear that when young children learn to talk it is a quick and easy process. However, it is actually a very complex process (Resnick & Snow, 2009). Oral language development is very important for the youngest of students. Preschoolers that hear more words, and therefore, learn more words, continue to learn words at a faster pace in kindergarten. Furthermore, reading and language comprehension in grade 3 can be predicted with accuracy based on oral language development in the preschool years (Hart & Risley, 1995). The advantage of early language development correlates with higher levels of literacy (Stitch and James, 1984).

Learning to Speak and Listen:

- Are necessary prerequisites of reading and writing
- Include receptive language (hear and understand what is being communicated)
- Include expressive language (ability to produce language)
- Are the foundation for written language development
- Are academic and life skills that are valued in school and in the real world

(Resnick & Snow, 2009; Catts, Adolf, & Weismer, 2006; Hart & Risley, 1995; Hoover & Gough, 1990; Snow, Burns, & Griffin, 1998)

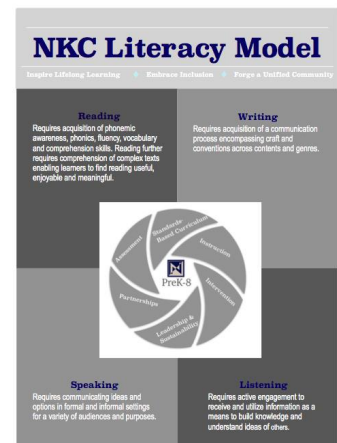
It is essential for young students to build knowledge through the use of read-alouds, but also through independent reading. A gradual balance of being read to and shifting to reading independently is particularly important.

Missouri Learning Standards state students will listen for a purpose and entertainment. In addition, students will speak effectively in collaborative discussions and when presenting. Students need opportunities to talk and write in response to texts they are reading. Writing and reading have reciprocal relationships with each other. When students compose, this can enhance their comprehension. When students are spelling, they can facilitate their decoding. Research has demonstrated that conversation with peers improves comprehension and engagement with texts in a variety of settings (Cazden, 1988). Students engaged in literate conversations with their peers is a powerful instructional strategy for fostering both short and long-term reading comprehension.

THE WORKSHOP MODEL

The North Kansas City Schools Literacy Model **is...**

- *intentionally delivered instruction to develop students who can read, write, listen, and speak with increasing complexity across disciplines and for a variety of purposes. The instruction moves from teacher modeling and demonstrating to independent, authentic application and use of literacy skills.*
- *literacy development in...*
 - *the acquisition of phonemic awareness (preK-2), phonics (preK-5), increasingly complex vocabulary, and comprehension skills. Reading further requires comprehension of complex texts enabling learners to find reading useful, enjoyable, and meaningful.*



The North Kansas City Schools Literacy Model includes the following:

Appendix C - 9/10 Schedule

- *explicit and direct use of phonemic awareness activities in primary classrooms (reading foundations)*
 - *explicit and systematic instruction of phonics skills (reading foundations)*
 - *language development through both written and verbal means in order to connect vocabulary with reading and writing*
 - *direct and systematic instruction of comprehension strategies as a means to develop meaning through fluent reading of increasingly complex texts via interactive, shared, guided, and independent reading activities*
 - *direct and systematic instruction of writing as a means to respond to reading through interactive, shared, guided, small group and independent writing activities*
 - *opportunities for communication of ideas, both verbally and written*
 - *supporting opinions, demonstrating understanding of the content students are studying, and conveying real and imagined experiences and events through reading, writing, and speaking*
 - *clear communication to an external, sometimes unfamiliar audience*
 - *purposeful writing to accomplish a particular task*
 - *increased experience with digital literacy and exposure to digital text*
 - *increased knowledge of a subject through research to respond analytically to literary and informational sources*
- The North Kansas City Literacy Model requires students to receive direct, whole group instruction in reading and writing, as well as actively engaging in actual reading and writing individually or as part of small groups. It is strongly recommended that primary grade students (K-2) should receive at least two and a half hours of literacy instruction each day. Intermediate grade students (3-5) should have at least two hours of daily literacy instruction with an additional 30 minutes of guided reading or invitational, small group targeted instruction. Sixth grade students should have at least two hours a day of literacy instruction, as well

as small group intervention as needed, beyond the literacy block. Secondary (grades 7-12) students should experience at least one hour of literacy daily, as well as small group intervention as needed, beyond the literacy block. Additional literacy teaching and learning opportunities should be integrated throughout all core and elective courses to support ongoing disciplinary literacy development. These experiences should reflect daily reading, writing, speaking, and listening opportunities for students in all classes.

See Appendix B for NKCS Literacy Model.

READING FOUNDATIONS

Kindergarten begins with the first nine weeks introducing the 26 letter names and sounds including Animated Literacy characters and actions.

Kindergarten and First grade use Heggerty Phonemic Awareness during a portion of this time to build phonemic awareness skills.

K-2 phonics units make up the remainder of this time and include the following routines: (Kindergarten begins after the first nine weeks of school)

Shared Reading

Practice of application to connected text and reading for meaning and fun. Opportunities to build a repertoire of texts for book boxes for students still learning to read with more efficiency and opportunities to build in additional skills: vocabulary, concepts of print, comprehension.

Visual Blending Routine

Visual Blending routine helps connect the phonemic awareness (sounds only) practice to phonics practice (sounds and letters).

High Frequency Words

High frequency words are words that appear very often in what students read. ... Students can read with better fluency when they recognize these words right away. By explicitly teaching high frequency words, you can help cement the words into students' memories.

Picture Sorts

A picture sort helps us think about the sounds we are hearing in a word. We can do something similar when we are writing words. When we are trying to write a word that we don't know how to spell, we can stop and think about the beginning sound (medial, final) and which letter makes that sound as a way to help us spell that word.

Making Words

The making words activity helps us SEE and THINK about all of the parts of a word. We can do something similar when we are reading. When we are trying to read a word that we don't know, we can stop and think the parts of the word and the sounds those parts make. This will help us read the word.

Sound Boxes

Sound boxes help us think about the sounds we are hearing in a word. We can do something similar when we are writing words. When we are trying to write a word that we don't know how to spell, we can stop and think about the sounds we are hearing at the beginning, middle and ending of that word. This will help us spell the word.

Analogy Charts

Analogy charts help us think about how we can use words we already know to help us read and write new words. We can do this kind of thinking when we are reading, too. When we come to a word we don't know, we can look for a part we do know or we can think about whether part of the word looks like a word we already know.

Dictation

Quick and effective way to assess whether a child hears and records sounds in words, especially related to the skills taught during the week.

Reference Appendix C for the weekly sequence by grade level and time recommendations.

SAMPLE SCHEDULES FOR USE OF INSTRUCTIONAL TIME

To align with our beliefs about teaching reading and writing, guidance is provided for scheduling these blocks of time including the components of the workshop and recommended timeframes for PreK-12 classrooms.

Reference Appendix C for examples.

CLASSROOM ENVIRONMENT

Designing the room arrangement is a top priority in student-centered literacy classrooms since the environment directly affects the teaching, learning and student engagement that takes place in a classroom. Although literacy classrooms may vary somewhat in their layout, they are always welcoming, joyful places that promote conversation, collaboration, and inquiry. In a literacy classroom, students are actively engaged in their pursuit of knowledge and view themselves as readers, writers, mathematicians, scientists, historians, and explorers. As this type of design is created in

*"I believe that classroom environments are most effective when they are literate and purposeful, organized and accessible, and most of all, authentic."
-Debbie Miller*

classrooms, the placement of desks should not be in the traditional “rows” as this type of arrangement does not promote student collaboration and discourse.

When thinking about classroom environment, it is helpful to consider three guiding principles:

1. Student Independence

- Are there spaces in the room where materials are stored (i.e. writing) and students can access the materials they need?
- Is there an organized (genre), leveled (F&P/Lexile) library where students can select texts that match their interests and independent reading levels?
- Are there comfortable areas in the room (other than their desks) that students can select to work and read independently? Examples of these could include bean bag areas, pillow areas, balance balls, wobbly stools, high tables and stools, rocking chairs, varied desk heights, etc.
- Are there comfortable spaces that promote productivity, conversation, student choice, and partner work; and, allow for flexible grouping and greater student control?

2. Student Ownership

- Is there a place in the room that students can display work that they feel they want to share with an audience?
- Have students had a role in developing and maintaining the library? Does the library reflect their interests and who they are as readers? Are students provided with choice in varied genres/types?
- Are signs and anchor charts made (and posted) with/by the students that identify learning goals?
- Do students have a voice about how the classroom looks/feels?

3. Purpose

- Everything in the classroom should have a purpose that supports teaching and learning.
- Is there a meeting area with a rug for the purpose of whole class teaching? (prek-8)
- Are there areas in the room for small group work (guided reading/meeting area)?
- Are all charts purposeful and reflect the current unit of study?
- Are all teacher materials neatly stored and organized so that they are quickly accessible?

As the classroom environment is developed, it is critical to include areas for whole group (other than the desks), small group, partner and independent work as they reflect the gradual release of responsibility. More specifically, this type of organization reflects the phases of teacher modeling, guided and independent practice, which is the foundation of the balanced literacy approach.

CLASSROOM LIBRARIES AND BOOK SHOPPING

Our classrooms libraries serve as a marketing tool to get books in the hands of students. Classroom libraries should be organized in a way that both the avid and reluctant reader are drawn to shop around. Dr. Richard Allington has suggested that each classroom library should own a minimum of 1,000 books. While this is a lofty goal, it is one that we are charged with meeting eventually. Filling our shelves with high-interest, high-accessibility books for all readers in the classroom that represent the genres, topics, and series that students love should be an ongoing quest.

When considering how best to arrange your classroom library, take the following considerations into account. The classroom library should feel inviting – consider how you showcase titles by placing some face-out (think Barnes and Noble). A portion of your library should be leveled with both fiction and nonfiction titles available. The remainder of your books can be categorized by series, author, topics, new titles, award winners, books in theaters, and genre just to name a few categories. Think of all the ways that bookstores arrange their books and consider how you can mirror those displays in your classroom. You may also consider keeping certain titles hidden and unveil them at appropriate times throughout the year to keep your collection fresh. It's always a great idea to include your students when organizing and labeling the classroom library collection. Their involvement provides for easier access when shopping.

And speaking of shopping, having routines and procedures in place for checking out books from the classroom library is a critical management piece. Also, be sure to address how and when students may book shop digitally. Avoiding book shopping during Reader's Workshop will increase the amount of time students have to read, which is always our goal. Provide a variety of fiction and nonfiction options that also support what students are learning in science, social studies, and other content areas.

TECHNOLOGY INTEGRATION

Because our students are growing up in a time where digital media is a regular part of their daily lives, North Kansas City Schools is dedicated to the use of digital tools to support students' literacy growth. Each student in grades K-8 will be issued an iPad for use at school; students in grades 9-12 will be issued a MacBook Air laptop. Students will have the opportunity to take the iPad/laptop home for extended learning opportunities. Preschool students will also have access to iPads to use during the school day. The potential these devices have to foster increased engagement, creativity in production of written work, access to a variety of texts, rigor, and excitement for learning is abundant. With this potential comes the responsibility of using technology in ways that directly support learning.

Having these devices allows us to have a tremendous variety of text at our fingertips, providing opportunities to teach close reading and interpretation skills across disciplines and genres. Learning the differences between analog and digital reading requires us to

explicitly teach students skills to help students navigate texts within both realms. The devices also allow for greater communication opportunities, opening the doors to authentic audiences that may have been unreachable prior to having the devices. Developing online reading and writing communities is one of many ways to enhance our students' literacy experiences. Teaching students ways in which to publish beyond paper is another opportunity the devices afford us.

The following guidelines should help to provide parameters for the use of devices in Reader's and Writer's Workshop.

Notebooks

- Students in 3rd – 12th grade should continue to have a Writer's Notebook (9-12 in paper or digital form). Students should have experiences drafting pieces both in their paper notebook and digitally. Teachers should be prepared to model and demonstrate how a writer takes ideas from the notebook and drafts them on paper as well as digitally.
- Regarding writing, students in K-2 should be working in a Writer's Folder rather than a notebook. Towards the end of 2nd grade, writers may be exposed to keeping a Writer's Notebook to prepare for 3rd grade. K-2 writers may, at times, publish their writing digitally.
- Students in 3rd – 12th grade may keep digital Reader's Notebooks. It is a good idea to begin with a Reader's Notebook for writing notes and responses to reading and slowly migrate to a digital notebook as the year progresses. Students should have the choice to record their thinking in the mode of choice, however they should be exposed to both through teacher modeling and demonstrating. Facilitating conversations around efficiency is important. Readers will want to choose the most efficient method for recording thinking so as not to take away from reading time.

Independent Reading and Writing Time

- Reading and writing volume matter. Depending on the unit, the amount of digital reading may vary. For example, during an informational unit, readers may access text digitally more often than they would in a literature unit. When skimming for information, digital reading is efficient. When reading closely, analog reading may be more appropriate. Explicitly teaching students how and when to choose analog or digital text is a life skill that must be addressed as early as kindergarten.
- Ultimately, we want to create readers and writers that are skilled in both analog and digital reading and writing. Our teachers must be intentional about when, and for what purpose, we use the device.

The digital devices have also impacted the way in which teachers go about their work. Teachers now have access to a myriad of digital tools that allow them to efficiently assess student learning, make on-the-spot instructional decisions to better differentiate for

individuals, provide more immediate feedback, and communicate/collaborate with a broader audience. With the addition of student devices, the way in which teachers plan has also evolved. In North Kansas City Schools, we are committed to using the Bold School Framework thinking process when planning. This thinking process keeps our focus on standards-based instruction, which is the heart of our teaching. When planning, teachers first consider the standard(s) that students need to master. Next, they plan for the skills and strategies that will be explicitly taught in order to do the work of that standard. And finally, teachers consider the digital tools that may be used in order to support and enhance the learning of that standard. By committing to this thinking process, we move from using technology for technology's sake to intentionally using digital tools to enhance the learning of a standard.

ELEMENTARY GRADE LEVEL EXPECTATIONS FOR READING

For grades K-5, North Kansas City Schools provides guidelines for determining students' reading progress. Using the Fountas and Pinnell Benchmark Assessment System, readers are assessed, and levels are determined for the teacher's use in determining next steps instructionally. While an instructional level is determined, it is important to note that students perform within a range of levels. Therefore, teachers use the levels with caution as they are a guide to determining skills needed to progress up the reading ladder. Students are also screened with a norm-referenced measure (FastBridge early reading (K); aReading (1st-6th)) to help determine if intervention is needed to assist students in meeting grade level expectations.

See Appendix D for the NKS Grade Level Expectations and a chart correlating reading stage, Fountas and Pinnell reading level, and Lexile levels.

MIDDLE/HIGH LEVEL GRADE LEVEL EXPECTATIONS FOR READING

The Star Reading Test will be administered two to three times a year to our middle and high school level students (7th – 11th grade). Reference Appendix E to see the North Kansas City target percentiles for each benchmark period.

ELL SERVICES

ELEMENTARY (K-5) SCHOOL ELL SERVICE DELIVERY MODEL

At the elementary level, services are provided in most students' home schools and focus on developing language through integrated reading, writing, listening, and speaking instruction by English Speakers of Other Languages (ESOL) certified teachers. ELL paraprofessionals provide additional support to assist students with acquiring language and content. ELL teachers follow the district's Balanced Literacy Units of Study for Readers

and Writers Workshop, either pushing in to grade level classrooms for in-class support or pulling students out for more intensive support as needed.

NKC Schools offers before- or after-school tutoring at ten elementary schools with high ELL populations. Tutoring consists of 40 minutes per day, three or four days a week, utilizing Imagine Learning, a research-based language and literacy software program. Imagine Learning is also used as a strategic intervention to provide additional support to those students who need it during the school day.

Additionally, a seven-week extended summer learning program is offered to students at the lowest levels of language proficiency. This program has proven very effective in combatting summer language and literacy loss for these students during the summer.

SECONDARY (6-12) SCHOOL ELL SERVICE DELIVERY MODEL

The North Kansas City Schools Secondary Schools ELL Service Delivery Model addresses the unique linguistic and academic needs of three distinct groups of English learners: Newcomers, Beginners, and Long-Term English Learners.

Newcomers are students who have recently arrived in the US with little or no English skills. They may have had limited or interrupted formal schooling and limited literacy in the native language. These students are in the pre-production and early production stages of language acquisition and are developing receptive skills in their new language. Upon intake assessment, these student score between 1.0-2.5 on the WIDA (World-Class Instructional Design and Assessment) Screener.

Newcomer students who enter North Kansas City Schools in sixth grade receive services at Eastgate Sixth Grade Center. Seventh and Eighth grade newcomers attend Northgate Middle School and students in grades 9-12 receive services at North Kansas City High School. The ELL Department completes intake testing of 6th through 12th grade newcomers. Transportation is provided for students who qualify to attend Eastgate, Northgate, or North Kansas City High School regardless of the home school.

The Newcomer Programs at Eastgate, Northgate, and NKCHS are each staffed with one ELL teacher and one ELL para. Newcomer students spend the majority of their day in the ELL classroom receiving intensive instruction in English language development (listening comprehension, speaking, reading, and writing) and social studies. Resources used for Newcomer instruction include Pearson Longman Keys to Learning and Building Bridges and the Oxford Picture Dictionary of the Content Areas. Students are also assigned an Imagine Learning software license for additional instruction in all four language domains.

Newcomer middle school students attend general education math and science classes with the support of the ELL para. ELLs are placed on one team per grade level where all teachers have received specific professional development in sheltering content instruction

for ELLs. Newcomer high school students attend sheltered general education content courses taught by dual-certified teachers. Newcomers typically spend one school year in the Newcomer Program.

Beginners are students who have transitioned out of the Newcomer Program or who have arrived in the US within the last three years. Beginners typically have WIDA Screener or ACCESS Scores between 2.5-3.5. These students are in the Speech Emergence and low Intermediate Fluency stages of language acquisition. The biggest challenge for Beginners is developing the literacy skills necessary for success in middle and high school content classes. To address this need, and continue these students' oral language development, Beginners are enrolled in Read 180 classes taught by the ELL teacher. Read 180 provides intensive literacy instruction aimed at closing reading gaps quickly. Students typically gain two grade levels in reading per year and spend approximately two years in the Read 180 program. Read 180 literacy instruction is augmented by the L Book, which was developed specifically for ELLs in Read 180. The L Book frontloads the language forms and functions needed for whole-group R Book instruction in the program.

Students who qualify for Beginner Read 180 instruction attend Eastgate Sixth Grade Center, Northgate Middle School, or North Kansas City High School. Transportation is provided for qualifying students regardless of home school. There is a dedicated Beginner Read 180 ELL teacher at these Eastgate and Northgate. Three ELL teachers and one ELL para deliver Read 180 instruction to Beginner ELLs at NKHS.

Beginner middle school students attend general education content classes and receive ELL para support. ELLs are placed on one team per grade level where all teachers have received specific professional development in sheltering content instruction for ELLs. Beginner level high school students attend sheltered content classes taught by dual-certified teachers.

A group of students known as Long-Term English Learners (LTELs) is gaining a lot of attention due to the size and linguistic and academic needs of this population. LTELs are defined as students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills. LTELs have plateaued at the Intermediate Fluency stage of language acquisition and are struggling in content courses due to lack of high-level academic language.

In North Kansas City Schools, if students have received six or more years of ELL services in NKCS or another district, but have not met exit criteria, they are deemed LTELs. These students have ACCESS scores of 3.5 - 4.5 but have not attained proficiency.

To address the needs of LTELs, North Kansas City Schools utilizes a resource entitled English 3D at all middle and high schools. Students at this level attend their home schools and receive English 3D for their ELL instruction, in addition to a regular ELA class. There is one English 3D ELL teacher and one ELL para at each site.

English 3D was developed to address the needs of LTELs by providing them intensive instruction in academic speaking and writing. English 3D incorporates interactive instructional routines that encourage students to engage in high-level academic discussions using Tiers 2 and 3 vocabulary, which transfers to writing and speaking tasks in content classes. Students write scaffolded informative, narrative, and argumentative pieces on high-interest topics.

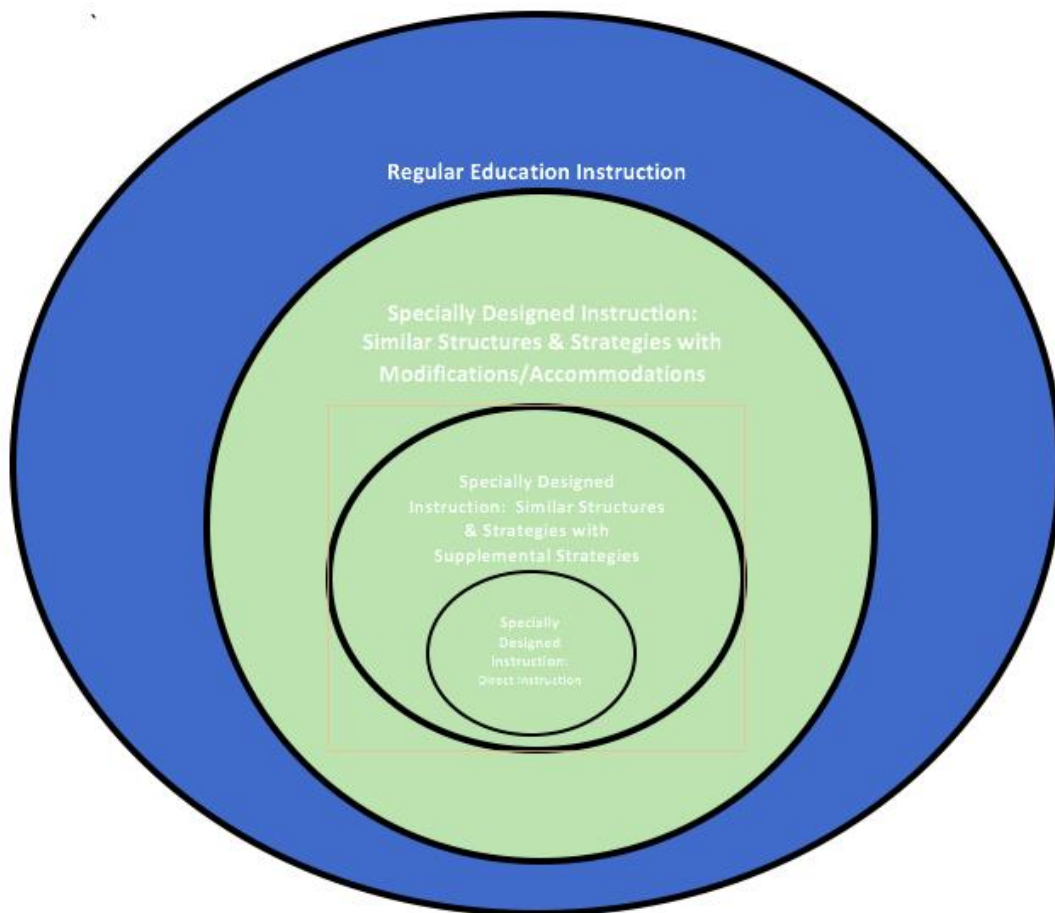
LTEL middle school students attend general education content classes and receive ELL para support. ELLs are placed on one team per grade level where all teachers have received specific professional development in sheltering content instruction for ELLs. LTEL high school students also receive extra support in the content areas via ELL staff pushing in to content courses and flex and advisory class support.

On average, English 3D teachers are able to exit up to 40% of their LTELs per year. Students spend between one to two years in the program.

See Appendix F for the North Kansas City Schools ELL Services Guidelines.

SPECIAL EDUCATION SERVICE DELIVERY MODEL

The North Kansas City School District strives to ensure that all students progress toward grade level curriculum standards. To accomplish this, special education students who require specialized instruction in the area of literacy should receive instruction rooted in strong evidence-based practices. Utilizing information and data collected regarding a student's strengths and weaknesses, instructional methods should be strategically chosen to meet individualized student needs. Methods must be chosen in such a way that they allow students to generalize their skills into the regular education classroom. Thus, the least restrictive instructional practices (including, but not limited to, guided reading, focus lesson and conferring) should be utilized. These instructional practices, similar to classroom instruction with appropriate modifications, are preferred if they are sufficient to meet a student's educational needs. For students who require more intensive supports, more intensive instruction varying from regular education methods should be chosen. Frequent data collection and analysis of the data must be conducted so that timely instructional changes can be made when data indicates such a need.



READING SUPPORT PROVIDED BY THE READING TEACHER/SPECIALIST

Reading support in the North Kansas City's K-8 classrooms is focused on small group and individualized instruction. This Tier 2 and 3 intervention system is facilitated by the reading teacher/specialist. Through this structure the teachers and students will strive to meet the district's criteria specific to reading on grade level in order to exit from reading support.

K-5th Grade Guidelines

- **Who:** Students with highest need that are not receiving Special Education services for reading (additional students below grade level receive small group guided reading support in the classroom)
- **How often:** Daily 15-30-minute small group instruction in addition to reading workshop (Tier 1)
- **Structure:** Guided reading structure utilizing Jan Richardson/Sunday Cummins lesson plan format (Pre-A through Fluent stages)
- If data indicates student is not making progress, move into a more intense evidence-based intervention (See screening to intervention chart in the MTSS Handbook Canvas course for Tier 2 and Tier 3 intervention recommendations). **Progress monitor:** Monitor weekly using curriculum-based management system (ex. FastBridge)

6th Grade Guidelines

- **Who:** Students with highest need that are not receiving Special Education services for reading (students less than 2 grade levels behind receive support during MTSS block)
- **How often:** Daily 20/30-minute small group instruction
- **Structure:** Guided reading structure utilizing Jan Richardson/Sunday Cummins lesson plan format (Pre-A through Fluent stages)
If data indicates student is not making progress, move into a more intense evidence-based intervention (See screening to intervention chart in the MTSS Handbook Canvas course for Tier 2 and Tier 3 intervention recommendations).
- **Progress monitor:** Monitor weekly using FastBridge CBM-Reading or Comp efficiency (see screening to intervention chart for recommendations)

7th-8th Grade Guidelines

- **Who:** Students that are 3 or more grade levels behind (utilize STAR, MAP, District Benchmarks and Common Unit Assessments)
(students less than 3 grade levels behind receive support during MTSS block)
- **How often:** Daily during encore block
- **Structure:** Approx. 20 min *i-Ready* or *Freckle* or *REWARDS*
Approx. 20 min *Guided Reading with a specific standards-based purpose* or

targeted needs from Star or iReady/Freckle data *2 small groups and then flip if doing iReady or Freckle

- **Progress monitor:** Monitor weekly using FastBridge CBM-Reading or Comp efficiency (see screening to intervention chart for recommendations)

9th-12th Grade Guidelines (If Literacy methods is an available course, the following is one option for providing support; additional support recommendations are also included as an option or support during advisory)

- **Who:** Students that are 3 or more grade levels behind in reading level (utilize STAR, prior MAP/EOC data, District Benchmarks and Common Unit Assessments)
- **How often:** Advisory – 2-3 days per week;
Literacy Methods – daily or every other day depending on scheduling
- **Structure:**
 - Literacy Methods - targeted strategy instruction, small and whole group lessons, independent reading, project-based learning applying literacy strategies
 - Advisory – targeted small group support or individual support for identified skills and assignments

Progress monitor: ongoing grade checks, Star Reading

See Appendix G for entering and exiting criteria.

See Appendix H for more information regarding possible interventions that may be considered for each tier of instruction. A more comprehensive list of interventions is forthcoming in our district MTSS plan.

DISCIPLINARY LITERACY

In North Kansas City Schools, we believe that literacy is vital to participation and learning in all academic disciplines. There are two approaches to literacy instruction in the content areas; one, content area literacy, and two, disciplinary literacy. With a content area literacy approach, students learn reading and writing processes that are common across disciplines. With a disciplinary literacy approach, students use literacy to engage in goals and practices that are unique to each academic discipline. With this approach, students gain practice with a literacy skill by approximating what a disciplinary expert would do. A focus on disciplinary literacy in the content areas leads to more authentic ways to access and comprehend content.

As students progress through their education, the foundation of being able to read and comprehend are often assumed. However, some students may have limited literacy skills to access and transfer across content areas. They may be able to make inferences, summarize, and question a text, but they may lack the ability to do so across disciplines. Within North Kansas City Schools, our focus will be to transform readers and writers in the content areas

by addressing disciplinary literacy through approaching text as mathematicians, scientists, and social scientists.

Adjusting this focus does not just mean adding additional reading, writing, speaking, and listening standards to content area mini-lessons. Accessing content area literacy skills may be effective to increase understanding, but it does not afford the students the experience of exploring information as a professional. Content area literacy is how one learns and retains certain information but requires little differentiation across content-area subjects. However, disciplinary literacy goes deeper. The required understanding of how to critically analyze and comprehend various texts differentiates across contents. Focusing on disciplinary literacy allows students to move beyond general assessment and move into specialized practices found within each discipline. Being able to deeply explore the content leads to higher engagement and personal inquiry. Students will be able to apply not just *what* they have learned but *how* they have learned cross-curricularly. As text difficulty increases, teachers must focus instruction on how to be readers, writers, speakers, and listeners of their discipline.

This literacy plan will outline how workshop is differentiated within each discipline, allowing teachers and students to practice disciplinary literacy in a way that is appropriate for each subject. It is our goal to outline these needed skills to allow students to dive deeper into the disciplines in order to comprehend, solve, and respond to the world through a disciplinary lens.



See Appendix I for the Cross-Discipline Literacy Chart.

DISCIPLINARY WORKSHOPS

Each workshop will vary across disciplines. The following workshop wheels will emphasize the unique focus for each content area.

SCIENCE WORKSHOP

5 E Instructional Model

Engage: In this stage, the teacher creates interest and generates curiosity in the topic of study; raises questions and elicits responses from students that will give an idea of what they already know. This is also a good opportunity to identify misconceptions in students' understanding. During this stage students should be asking questions (Why did this happen? How can I find out?). Examples of engaging activities include the use of phenomena, literature, misconception probes, and discrepant events.

Explore: Students should be given opportunities to work together without direct instruction from the teacher. Teachers act as facilitator helping students to frame questions by asking questions and observing. Students should be puzzled. This is the opportunity for students to **investigate**, test predictions, and hypotheses and/or form new ones, try alternatives and discuss them with peers, record observations and ideas and suspend judgement.

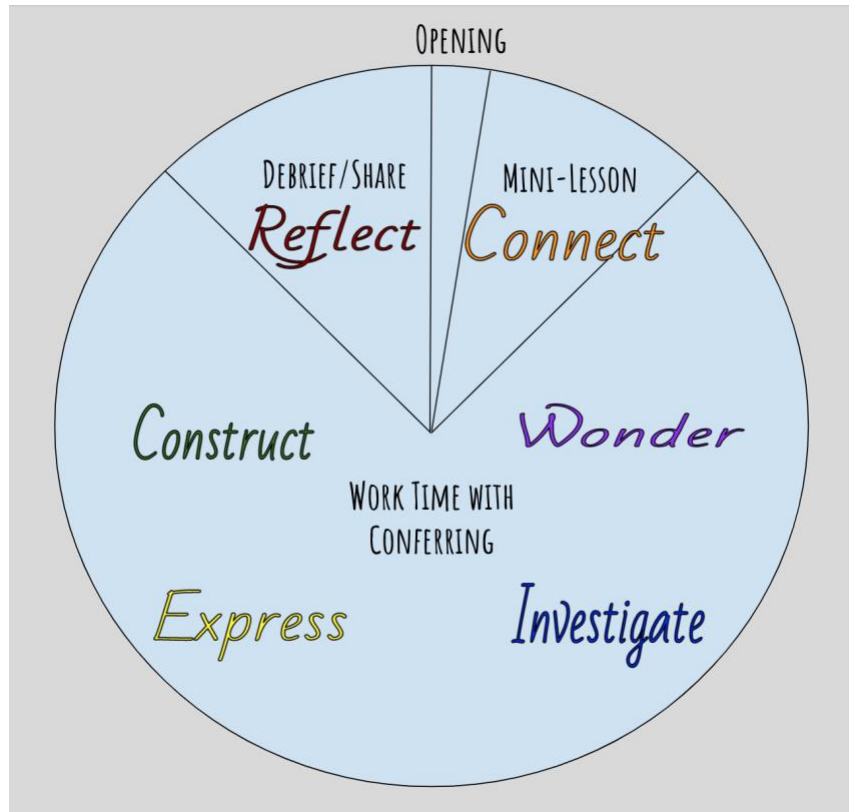
Explain: During the “Explain” phase, teachers encourage students to explain concepts in their own words, ask for evidence and clarification of their explanation, listen critically to one another's explanations and those of the teacher. Students should use observations and recordings in their explanations. At this stage definitions and explanations should be provided using students' previous experiences as a basis for the discussion.

Extend: Students should apply concepts and skills in new (but similar) situations and use formal labels and definitions. Students are reminded of alternative explanations and to consider existing data and evidence as they explore new situations. Explore strategies apply here as well because students should be using the previous information to ask questions, propose solutions, make decisions, experiment, and record observations.

Evaluate: Evaluation should take place throughout the learning experience. Teachers observe students' knowledge and/or skills, application of new concepts and a change in thinking. Students should assess their own learning. Teachers should ask open-ended questions and look for answers that use observation, evidence, and previously accepted explanations.

Depending on what phase of the 5E sequence a lesson falls, a single workshop structure will vary. Regardless, the majority of the time should still be spent in student “work time.” Some examples appear below:





Goal - Social Studies Inquiry Workshop

The goal of the Social Studies Inquiry Workshop is to have students engage in authentic work to learn how to think like social scientists/historians through reading, writing, and investigating ideas. They will also pose questions and consider problems that help them connect today to the past. The instruction will reflect the components of the Stripling Model of Inquiry used by the Library of Congress for historical study. The architecture of the Workshop Model provides the structure to support inquiry. While some lessons may be completed in one class, others may require multiple class periods.

Below is an overview of how each component of the [Stripling Model of Inquiry](#) lives within the structure of the district Workshop Model.

Opening and Mini-Lesson

The Social Studies Inquiry Workshop utilizes the **Opening** to set the purpose for the day (such as a Learning Target) and connecting to the work that has been done (such as the prior day or a big unit concept). This is the first bookend of the inquiry workshop, getting each student into the frame of mind to think historically. Following the **Opening**, an authentic inquiry workshop does not have to begin with the **Mini-Lesson**, and typically does not! In fact, oftentimes the most effective introduction to the workshop is the **Wonder** - engaging students with a compelling image, question, or task to get them into the work. After a brief **Wonder**, the teacher has some insight as to what students are

thinking and can move into the **Connect**, or even the **Investigate**. This is similar to the 5E Model for science, opening with an engaging task for students - giving them the opportunity to employ schema and activate their thinking.

Connect - Stripling Model

- Connect to self, previous knowledge
- Gain background and context

Architecture of the Mini-Lesson

Connect

- Previous lesson, real-world work, or personal

Teach

- Model/Think aloud
- Demonstrate
- Mini lecture - only info needed for students to dive into work

Active Engagement - Student "Try It" (*not* teaching students)

- Observe what students are doing, listen to them
- Figure out if more teaching is needed or if students can be released to work time

Link/Launch

- Link back to teach, set goal/task for work time
- Launch students into work time

Work Time - may utilize one or more of Stripling Model components within a given day or multi-day workshop

This is the largest portion of the inquiry workshop in which students are working independently and/or collaboratively to wonder, investigate, express, and construct. This is the opportunity to differentiate, confer with individuals and small groups, support and push student thinking and express it through reading, writing, speaking, and listening.

Wonder

- Develop questions
- Make predictions, hypothesis

Investigate

- Find and evaluate information to answer questions, test hypothesis
- Think about information to illuminate new questions and hypotheses

Construct

- Construct new understandings connected to previous knowledge
- Draw conclusions about questions and hypotheses

Express

- Apply understandings to a new context, new situation
- Express new ideas to share learning with others

Teachers are...

Conferring - individual and/or small group

- Take conferring notes
- Differentiate based on student need (content, strategy, skill, etc.)
- Catch/Release/Micro Lesson or Lecture

Debrief/Share

This is the opportunity to put the second bookend on the inquiry workshop and cannot be skipped! Students have a lot going on and need time to reflect, process, and express their smart thinking they did that day. Provide time for individual reflection (writing, recording, drawing, etc.), but also consider some time to partner or small group share and think.

Teachers...

- Select students to share
- Share what students did, said, or made
- Collect formative evidence

Reflect - Stripling Model

- Reflect on own learning
- Ask new questions

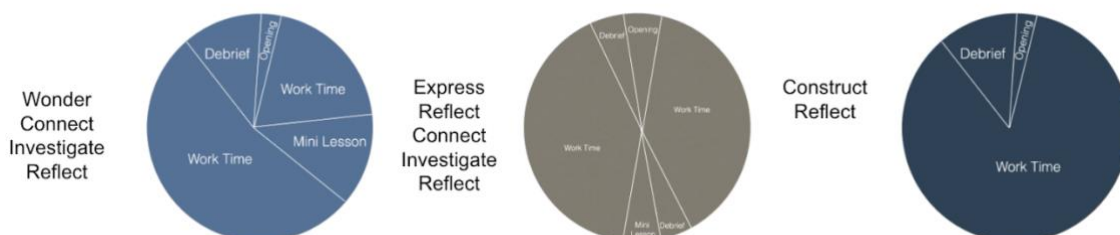
The Student:

- reading, writing, thinking, and discussing;
- getting smarter about *the content*;
- learning from the Teacher as the *Chief Learner* via modeling, think aloud, etc.; and
- having the time to investigate and construct understanding.

The Teacher:

- providing multiple texts for the student to investigate;
- getting smarter about *the student*;
- modeling as the *Chief Learner* of the content and inquiry-based thinking; and
- providing the time for investigation and construction.

Depending on the inquiry lesson, a single workshop structure will vary. Regardless, the majority of the time should still be spent in student “work time.” Some examples appear below:



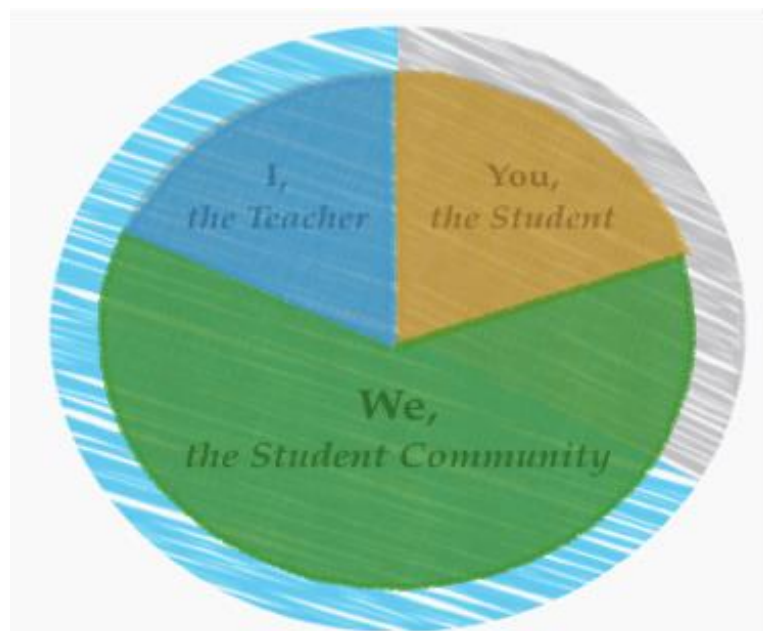
(added graphics)

MATH WORKSHOPS

You, We, I Model

1. You (the student) tackle a problem you may not know how to solve yet.
2. We talk together about your thinking and your work.
3. I help connect the class discussion to the goal of the lesson.

This (circle model) is an example and is adjusted based on observations of where students are with the learning. In short, it rarely looks just like this.



This model is designed to ensure time is built in to work collaboratively and maximize discourse opportunities. We have learned that students make sense of math and develop deeper conceptual understanding when they are provided opportunities to struggle with the math and try to figure things out before we directly teach. Therefore, we have begun to utilize an approach where students dig into a

mathematical task prior to the teacher directly teaching. The teacher confers to observe student thinking, and makes decisions on if, or how much, he or she should teach during the workshop. Prior to the close of the workshop, the teacher takes the necessary time to clear up any student misconceptions and clarify student thinking.

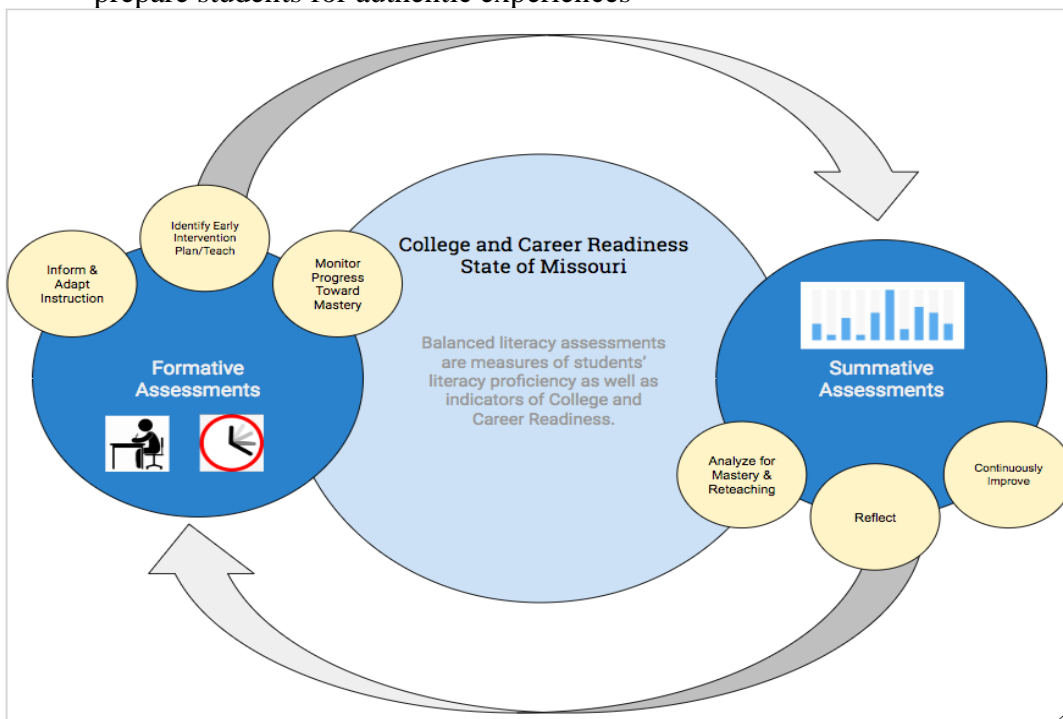
ASSESSMENT

LITERACY ASSESSMENT – EMPOWER. ACHIEVE. GROW.

In order to ensure the empowerment, achievement and growth of all literacy learners, assessment must serve as a catalyst to verify student success and support student learning through informed instructional decision making. Literacy assessments are measures of students' literacy proficiency, as well as indicators of college and career readiness.

Therefore, the purpose of literacy assessment is to:

- help teachers identify and respond to student needs
- provide students with clear learning targets and descriptive feedback
- build a strong sense of academic self-efficacy in students, teachers, and administrators
- provide students, teachers, and administrators the opportunity to self-assess, set goals, and communicate results
- provide teachers with the opportunity to utilize data to make informed instructional decisions
- prepare students for authentic experiences



Balanced literacy assessment:

- formative (assessment for learning)
- summative (assessment of learning)

ASSESSMENT SELECTION

Assessments selected should be both reliable and valid.

- **Reliability is...** the degree to which an assessment tool produces stable and consistent results.
- **Validity is...** how well an assessment measures what it purports to measure.

All students should be assessed with a validated universal screening tool (such as STAR or FAST) at least twice each school year to identify students in need of more intensive instruction that will be provided in the form of targeted interventions in literacy. Universal Screening Tools often are administered three times per year and should be time efficient to administer and score, provide important information on general outcomes in literacy, and be a norm-referenced, standardized measure. A school team will then utilize decision-making rules (such as cut scores) to group students into tiers according to Multi-Tiered Support Systems (MTSS) guidelines. Multiple data sources should be reviewed before placing students in an intensive intervention (MAP, EOC, District assessments).

All students in an intervention should be progress monitored frequently according to MTSS guidelines in order to determine whether a specific intervention is effective for a particular student. The progress monitoring data should be reviewed by a team regularly and decision-making rules should be applied to assess both the students' response to the instruction as well as the interventions' effectiveness. Progress monitoring data should be used to make decisions to increase the intensity of the intervention in proportion to student's instructional need (such as increasing the amount or frequency of the intervention if the student's progress is below the expected rate of improvement).

EQUITY AND ASSESSMENT

Assessment, if not done with equity, can foster deficit thinking about students and within students. Assessment that overlooks issues of diversity and equity contributes to inequalities in outcomes. Therefore, the following questions should be considered when adopting, creating, and/or implementing literacy assessments:

1. Do the items measure any irrelevant knowledge or skill? If so, will some groups be more greatly affected than others?
2. Will any aspect of assessment materials anger, offend, upset, or otherwise distract assessment takers? If so, will some groups be more greatly affected than others?
3. Do all assessment materials treat all groups of people with respect? If so, will some groups be more greatly affected than others?

ASSESSMENT REVIEW

It is important for educators and school leaders to periodically inventory procedures being used, discuss the extent to which they are needed, and make decisions that will provide answers without over testing students. In other words, the validity of assessments is not only limited to how they are used with individual students but must be evaluated at a larger system level in which benefits to the whole student body are also considered. When assessments provide data that are helpful in making instructional decisions but also take away weeks of instructional time, educators and school leaders must work toward solutions that maximize the value of assessments while minimizing potential negative effects.

DATA AND ASSESSMENT

Data and assessment work in concert to tell a story about learners. It is the work of educators, at all levels, to read and respond to the "story" the data and assessments are telling us about each learner. These are not tools to label a student, but each are used by the teacher to inform instructional moves that support student growth.

- **Data is...** the facts and statistics that are collected for analysis.
- **Assessment is...** the evaluation and/or estimation of the nature, quality, or ability of something/someone.

See appendix J for District Assessment Terminology

External examinations, such as TSA/ACT/AP/IB/MAP/EOC, will provide the targets/standards towards which we are monitoring students' growth. Through high school ELA course work and units of study, special attention will be given to the ACT English Standards through classroom instruction and assessment, such as interim benchmarks and Common Unit Assessments (CUAs). Teachers will partner with students and building administrators to not only monitor this data but use it to inform instruction and support ongoing intervention. Math, science and social studies teachers will extend the work by embedding appropriate ACT Standards in curriculum and instruction, as well as assessing student progress.

Test taking strategies that support the parameters of ACT also have to be considered. These include pacing, fluency, structure (excerpt types, question types, etc.) and stamina.

DISPOSITIONS: STUDENTS, TEACHERS, BUILDING ADMINISTRATORS, DISTRICT ADMINISTRATORS

In North Kansas City Schools, we want to use assessment to improve student learning and achievement. In order to do this, we must have a common language around assessment literacy; the set of beliefs, knowledge and practices about assessment. The Michigan Assessment Consortium has created Assessment Literacy Standards that further define the dispositions (beliefs), knowledge (comprehension), and performance (skills and competencies). See Appendix J for a table that explains these standards in depth.

LEADERSHIP AND SUSTAINABILITY

Teachers need ongoing professional development and support to implement literacy skills and strategies into their daily instruction. Through leadership and sustainability, built-in supports will ensure a systemic approach to secondary literacy.

“Good leaders recognize the value of effective teachers and the instructional environments they create. Accordingly, they understand how important it is to identify and provide the resources and professional learning experiences that teachers need in order to increase student achievement.”
-Bonnie D. Houck and Sandi Novak, *Literacy Unleashed*

See Appendix L for a chart that outlines support at the building and district level.

CONSULTANT OVERVIEW

In order to provide ongoing professional development around consistent implementation of our instructional model to demonstration teachers, new teachers, and other teacher cohorts, NKC Schools will employ outside consultants as necessary. These consultants should support educators in the following ways:

- Facilitating a workshop - common understanding of the components
- Integrating literacy across all contents
- Utilizing consistent expectations, language, and structure
- Planning for instruction within a workshop - projecting units and daily lessons
- Conferring within all contents
- Promoting reflection on practice and purpose amongst all educators in the cohort
- Providing structures that promote implementation of learning for the time periods in between cohort work sessions

COHORT PD – READER’S AND WRITER’S WORKSHOPS

In order to differentiate professional development, to broaden its audience, and to accommodate building needs, NKC Schools will implement a cohort model. Teachers will be assigned to cohorts based upon their experience. These cohorts will follow varying structures and purposes:

- Inexperienced (new or without cohort training)- priority in the first two school years of being employed in NKC
 - Facilitating a workshop
 - Implementing components of the workshop
- Experienced with cohort learning
 - Dissecting curriculum/workshop components through the work of action research teams.
 - Making workshop more authentic

In order to provide consistent implementation of literacy instruction across all disciplines, NKC Schools will implement a demonstration teacher model for each content area. This will begin in ELA classrooms, while other content areas are being trained in literacy instruction. In subsequent years, demonstration classrooms will open in all classrooms. ELA teachers will be asked to observe demonstration classrooms at least once per year. These demonstration classrooms will follow varying structures and purposes:

- Purpose:
 - Contribute to opportunities for job embedded professional development
 - Build capacity of all teachers within the NKC instructional model
 - Reflect on instructional practice, future implementation, and provide feedback to the district instructional coordinators.
- What is it?
 - A “real” classroom with “real” students.
 - A place where the teacher is still learning and growing.
 - A place for colleagues to view teaching and learning and reflect on their own practices.
- What it is NOT?
 - A place to get all the “right” answers
 - A perfect classroom
 - A place to provide feedback to demonstration teachers or try to critique their practice
- Application Process
 - Teacher submits a video of his/her workshop in its entirety, a copy of the lesson plan, conferring notes and other supporting documentation, as well as a resume
 - Applications are reviewed by Academic Services team members
 - Applicants who are selected to move to the next round will undergo classroom observations by district-level personnel. Feedback will be provided and further observations (as necessary) will be conducted in order to determine the applicant’s status as demonstration teacher
- Teacher Responsibilities & Support
 - Teacher will participate in 1-2 hours of collaboration and professional development each month, which will occur outside of teacher contract time
 - Teacher will be a part of the PD that is delivered by out-of-district and in-district consultants
 - Teacher will work closely with Instructional Coordinators (ICs) to model, plan, reflect, and provide/receive feedback for Demonstration (Demo) Classroom

Peer Learning Labs

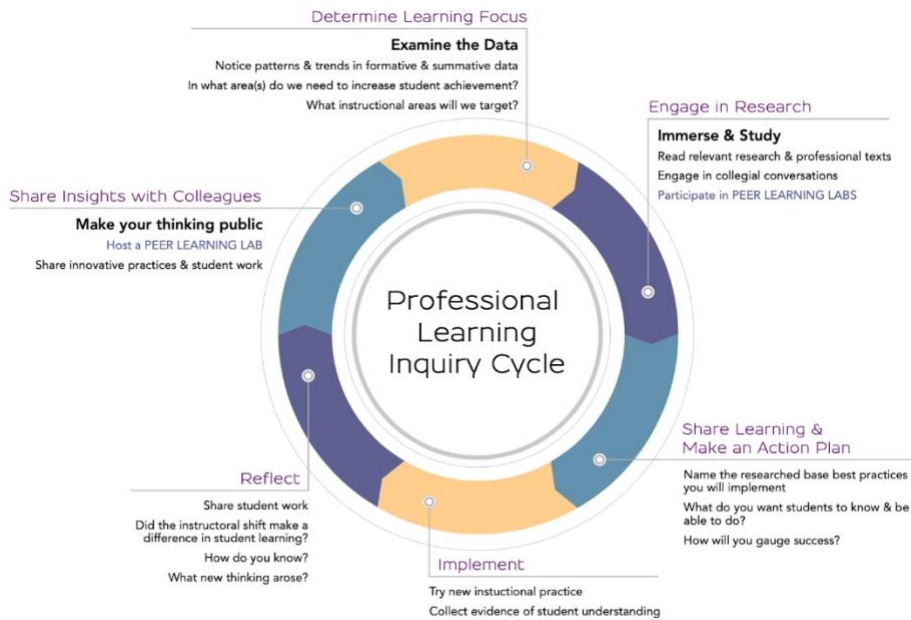
As of the 2021-22 academic year, Peer Learning Labs are being re-established to support teachers' ongoing professional development. These inquiry-based learning opportunities are open to all content area teachers and are facilitated by the Teaching and Learning Coach (TLC) at grades 6-8. At the high school level, Instructional Coordinators (ICs) or similar staff will facilitate these labs. TLCs at the 6th Grade Centers and middle schools spent 2021-22 learning about the labs and will continue to learn in 2022-23 while implementing them. Support for 6-8 TLCs will be ongoing so they are equipped to support and facilitate these lab opportunities for teachers.

Why Peer Learning Labs?

Job-Embedded Professional Learning - Peer learning labs are inquiry-based professional learning structures at the classroom level in which teachers learn from each other through collaborative conversations, authentic research, focused observations, and reflections.

Collaboration with a Purpose - Peer learning labs create collaborative opportunities for teachers to grow professionally and inspire one another to improve instructional practice.

Benefits of Collective Investigation - Peer learning labs provide a way for teachers to engage in collective investigations related to teaching and learning in which teacher learning takes place alongside the student experience.



Reference

Patterson, A., & Tolnay, T. (2015). Bringing teacher learning to life: Courageous teaching using peer learning labs to elevate efficacy. Public Education and Business Coalition.

BUILDING SUPPORT AND ROLLOUT OF THE LITERACY PLAN

Building support: In order to focus professional development to the needs of the district, NKC Schools will provide literacy support at the building level. Teachers will be asked to reflect on literacy instructional practices throughout the year. These practices will follow varying structures and purposes including, but not limited to:

- host labs
- peer observations
- literacy walk-throughs
- demo classroom visits
- district initiated professional development module lessons/demonstrations

Rollout:

1. Meetings with ELA teachers and members of the academic services team will occur prior to the implementation of the Literacy Plan. These meetings will provide teachers an overview.
2. Rollout the new curriculum to HS ELA teachers as it is created.
3. Professional development for all teachers on reading strategies AND the new curriculum will be held during Summer Academy and throughout the school year. This PD will be facilitated by Instructional Coordinators, curriculum writers, and external consultants.

PROFESSIONAL DEVELOPMENT PLAN

Year	Elementary K-5	6th Grade	7th-8th Grade
2018-19	Sustain the following work: <ul style="list-style-type: none"> ● Summer Academy strands offered for Literacy ● Provide professional development modules that are responsive to needs related to the 	<ul style="list-style-type: none"> ● Summer Academy strands offered for Literacy ● Implementing Units of Study for reading and writing, including book clubs ● Open Demonstration 	<ul style="list-style-type: none"> ● Summer Academy strands offered for Literacy ● Implementing Units of Study for reading and writing, including book clubs

	<p>ELA instructional model</p> <ul style="list-style-type: none"> ● Support professional learning of elementary demonstration teachers ● Guided reading cohort groups facilitated by Sunday Cummins ● Continue with expectation that 100% classroom teachers attend demonstration classroom once a semester ● Investigate K-5 Social Studies 	<p>Classrooms for ELA</p> <ul style="list-style-type: none"> ● Disciplinary Literacy for Content areas including Math, Science, Social Studies, and Encore classes, connected to the literacy indicators in the amended walk through form ● Levels of Support for beginning teachers and new teachers to NKC ● Purpose behind assessment and using data to inform instructional moves that support student growth ● Provide professional development modules that are responsive to needs related to the content-instructional model ● Begin demo classroom visits for 100% of ELA and social studies teachers 	<ul style="list-style-type: none"> ● Disciplinary Literacy for Content areas including Science and Health, Math, Social Studies, and Encore classes, connected to the literacy indicators in the amended walk through form ● Levels of Support for beginning teachers and new teachers, as well as new to content teachers. ● Identify purpose behind assessment and using data to inform instructional moves that support student growth ● Provide professional development modules that are responsive to needs related to the ELA instructional model ● Begin demo classroom visits for 100% of ELA and Social Studies teachers
2019-20	<ul style="list-style-type: none"> ● Continue work from previous year. 	<ul style="list-style-type: none"> ● Continue work from previous year ● Open Demonstration Classrooms Content areas including Science and Health, Math, Social Studies ● Units of Study revisions ● Literacy Walk-Throughs ● Continue demo classroom visits for 100% of ELA teachers and 	<ul style="list-style-type: none"> ● Continue work from previous year ● Host Labs for all contents ● Units of Study revisions ● Literacy Walk-Throughs ● Continue demo classroom visits for 100% of ELA teachers, and begin with math and science demo classrooms

		begin with math and science demo classrooms	
2020-21	<ul style="list-style-type: none"> ● Sustain the work from previous year 	<ul style="list-style-type: none"> ● Sustain the work from previous year 	<ul style="list-style-type: none"> ● Sustain the work from previous year
2021-22	<ul style="list-style-type: none"> ● Sustain the work from previous year 	<ul style="list-style-type: none"> ● Sustain the work from previous year 	<ul style="list-style-type: none"> ● Sustain the work from previous year
2022-23	<ul style="list-style-type: none"> ● Sustain the work from previous year 	<ul style="list-style-type: none"> ● Sustain the work from previous year 	<ul style="list-style-type: none"> ● Sustain the work from previous year

ADMINISTRATOR AND TEACHING AND LEARNING COACH (TLC) PD

- Principals, Assistant Principals and TLCs all experience professional development that gives them tools to provide feedback to teachers that include the additional literacy indicators on the walk-through form.
- Secondary Principals and Assistant Principals will participate in cohort learning with the teachers they supervise.
- New administrators will participate in cohort summer retreat and monthly two-hour professional development sessions.
- Teaching and Learning Coaches will participate in quarterly triad work, a time when TLCs are able to observe one another in action and provide feedback into the coaching moves made.
- Elementary Administrators may participate in a year-long action research.

FEEDBACK AND ACCOUNTABILITY

We believe that providing feedback and accountability structures for cross-curricular literacy PreK-12 is necessary for growth of our teachers. Walkthrough tools will be revised to include elements of literacy across all content areas.

Classroom Environment and Culture

- Evidence of content-supportive reading, writing, speaking, and listening activities is visible and displayed.
- Content-Specific vocabulary and strategies are displayed to enhance student understanding.
- Differentiation strategies indicate scaffolding/extension of content, process, product and environment.

Whole Group Instruction
<ul style="list-style-type: none"> ● Students are actively listening, purposefully engaged, and interacting with teacher and peers. ● Teacher provide appropriate support for all students to access, engage with, and comprehend text.
Small Group Guided Practice
<ul style="list-style-type: none"> ● Students are practicing the skill or strategy explicitly taught and modeled in whole group. ● Students are engaged in reflective conversations to develop critical thinking and questioning skills.
Independent Reading and Application
<ul style="list-style-type: none"> ● Students are reading texts made accessible through teacher instruction or scaffolding. ● Students are writing or responding in some way to text and ideas.
Student Interaction and Understanding
<ul style="list-style-type: none"> ● Students have an opportunity to talk with peers about their reading, writing, and learning.
Disciplinary Literacy Skills
<ul style="list-style-type: none"> ● Students are provided explicit teaching around the skills necessary to make meaning of the text and generate writing/representation of thinking specific to that discipline.

PARTNERSHIPS

FAMILY LITERACY NIGHTS

It is the recommendation of this committee that each K-8 building host at least one family literacy night per semester. The committee believes that these events provide families confidence in their ability to support their child’s individual literacy needs. Families will be taught how to connect their personal literacy experiences and use these experiences to increase their child’s skills. Family literacy nights should provide a partnership between the school and families in order to enhance student literacy skills. Events should include time for families to explore games and everyday items that can easily reinforce their child’s literacy needs. Activities presented at family literacy nights should be easily

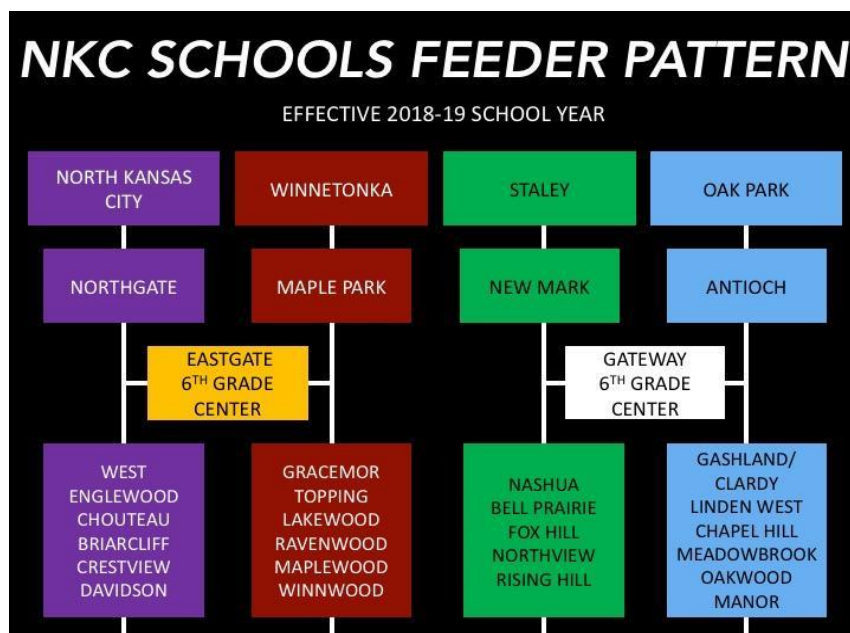
replicated in the comfort of the family home and provide families the confidence to support their child's literacy needs.

It is the suggestion of the High School Literacy Task Force that literacy nights are offered in conjunction with another event such as Parent/Teacher conferences, Open House, Back-to-School Night, enrollment/registration, etc. During these literacy night events, there will be opportunities for students, parents, and families to experience literacy activities that will support post-high school endeavors. Literacy event nights should focus on educating families on increasing the practice of reading.

PARENT ENGAGEMENT AND COMMUNICATION

To continue the practice of daily reading outside of school, the committee recommends that communication on the importance of literacy is ongoing to parents. Parent communication could be received through family literacy nights, district communications, newsletters, social media, phone blasts, etc.

COMMUNITY ENGAGEMENT



It is the recommendation of this committee that we leverage our straight feeder pattern to involve our community in literacy. The district's balanced scorecard tasks us with utilizing marketing strategies and effective communication to promote North Kansas City Schools' straight feeder patterns. We recommend that our high schools partner with their feeder elementary and middle schools. In doing so, high school students could participate in writers' celebrations via Facetime on their device or read books to the younger students.

High school students are currently reading to elementary students via A+ tutoring, various classes, and special events such as Read Across America. It is the recommendation of the task force that every high school will participate in mentor reading or other literacy activities with K-8 students at least once a semester. Elementary students could read aloud via Facetime to the high school students, as well. We now have the opportunity for high school mascots to participate in the Family Literacy Nights at the elementary and middle schools. This community involvement of high school peers will build the importance of reading outside of school.

In addition to utilizing our straight feeder patterns, it is our recommendation that schools partner with local authors from the Kansas City area. We resolve to invite authors into our schools to read their books to students and talk about the importance of reading and writing as a life skill. We would also like to invite authors from content areas to showcase disciplinary literacy. Opportunities are available for students and staff to attend area literary festivals such as RiverRead and Children's Literature Festival through Park University and University of Central Missouri. The task force also recommends collaborating with surrounding school districts to streamline a process for bringing in national authors. It is the recommendation of the literacy task force that we continue to partner with MCC on the storytelling event, bringing in storytellers from across the country to practice their craft at various schools and/or teach workshops. A resource list of authors and content area professionals should be created from which teachers can choose.

North Kansas City Schools are now partnering with the Mid-Continent Public Library who provide digital cards to all staff and students. MCPL offers teacher assist, summer reading program, LITUP festival and much more.

Furthermore, we will partner with other writing professionals, such as journalists from the Kansas City Star and Gladstone Dispatch, in order to show students the broad spectrum of career paths that passionate writers pursue. Teachers could possibly work with Uncover KC to simplify and organize the process of bringing community resources into our classrooms. By partnering with our community, we can utilize the many varied opportunities that exist for our students to see success in their own neighborhoods.

VOLUNTEERING OPPORTUNITIES

The district's balanced scorecard tasks us with identifying and implementing strategies that unite our neighborhoods with our schools and students. It is the recommendation of this committee that we partner with our neighborhood senior communities to facilitate literacy in the schools. Senior citizens could attend before/after school programs and read to and with students. Another opportunity exists for students to travel to retirement communities to read to those individuals. It is the recommendation of the task force that post graduates, or alumni visit with high school students to share their literacy experiences.

RESOURCES

Mid-Continent Student Resources for Kids

<http://www.mymcpl.org/online-information/research-databases/Student%20Resources%20for%20Kids>

North Kansas City School District Student Links (i.e. Reading Eggs, Raz Kids, and Tumble Books

<http://open.nkcschools.org/links/students>

Epic! - Unlimited Books for Kids: iPad app (Digital Library)

<https://www.getepic.com>

Adobe Spark Page - Create Stunning Web Pages: iPad app (Digital Publishing)

https://spark.adobe.com/welcome/?mv=search&s_kwcid=AL!3085!3!237292488639!b!!g!!adobe%20spark&ef_id=WoNzxAAABT3b-D4j:20180213232452:s

Book Creator Digital Publishing App

<https://bookcreator.com>

Literacy at Home Resources K-12

<http://www.readwritethink.org>

PBS Kids Reading Games

<http://pbskids.org/games/reading/>

Lexiled Informational Texts

<https://www.tweentribune.com>

Scholastic Teen Reading Resource

<http://www.scholastic.com/parents/resources/article/your-child-technology/online-literacy-ages-11-13>

UncoverKC – Volunteer Programming

<https://uncoverkc.org/>

TECHNOLOGY

Over our summer months, many students throughout the country, and within the North Kansas City School District, experience summer reading loss. Research shows students who do not read during the summer months fall behind other students. (Allington, R. L., & McGill-Franzen, A. (2003); The Impact of Summer Setback on the Reading Achievement Gap. *Phi Delta Kappan*, 85(1), 68-75.; **The effects of summer vacation on achievement test scores: A narrative and meta-analytic review** Cooper, Harris; Nye, Barbara; Charlton, Kelly; Lindsay, James; Greathouse, Scott *Review of Educational Research*; Fall 1996; 66, 3; ProQuest pg. 227). As students get older, the gap widens and summer learning loss becomes more profound. One of the biggest reasons for summer reading loss is that many children do not have easy access to books if they do not get them at school. North Kansas City's 1:1 technology adoption provides all of our students an opportunity to have easy access to a wide variety of reading materials. In partnership with the Mid-Continent Public Library, North Kansas City students will be able to use their iPads to have access to the entire MCPL catalog of books. While the High School Literacy Task Force agrees with the above, the current reality is that technology is collected in May every year and

redistributed in August. It is the recommendation of this task force that district libraries run a summer check out program for print resources to all K-12 students.

Our partnership has simplified the process of getting a library card to give more students access to a variety of books that will meet their needs as a reader. During student registration at the beginning of the year, parents can sign an agreement to give their students a library card. Permission slips are sent home to students who did not sign up for an MCPL digital card at enrollment and librarians then finish the process.

Noted reading expert, Kylene Beers, has developed four important guidelines for summer reading. Granting students access to the entire MCPL catalog of books through their iPad is the first step in being able to follow the guidelines that she has set forth. Her guidelines (listed below) are a simple four step process to help students and parents combat summer reading loss. By following these steps, teachers, parents, and students can work together over the summer months to help students grow as readers.

- 1) Read whichever books look good to you. According to Kylene Beers, “Summer reading isn’t about reading a certain number of titles from a list someone else has compiled... Summer reading is about holding a book in your hands.”
- 2) Nudge students throughout the summer. We can keep students’ interest in reading going throughout the summer using the school webpage, social media, postcards, or a whole host of other nudges. The idea is to continually encourage students to keep reading.
- 3) Give kids permission to read easy books. Beers states, “Rigor resides in our interaction with a text, and not in the text itself.” Students should read books that they are interested in, regardless of the level of the text.
- 4) Celebrate reading series books. Studies have found “a strong positive correlation between avid reading as an adult and series-book reading as a child or teen.” Series books hook a reader, “we get lost in them, we turn page after page... develop stamina and become readers.”

(Beers, K., Four Guidelines for Summer Reading. Retrieved from <http://kylenebeers.com/blog/2014/05/04/guidelines-for-summer-reading/>).



Curriculum and Instruction Audit

Criteria/Questions	Yes	No	Needs Improvement
1. Are the instructional ideas and student experiences diverse?			
2. Do the recommended resources and instructional materials represent, as much as possible, the experiences and perspectives of diverse groups (cultural, ethnic, religious, gender, LGBTQ, socioeconomic, political, ability groups, etc.)?			
3. Do the instructional ideas within the curriculum suggest ways to examine the perspectives and contributions of diverse groups in the subject area, therefore allowing students to learn there is more than one way to interpret a statement, event, or action?			
4. Is language used throughout the curriculum that does not stereotype people or groups?			
5. Are students provided multiple opportunities for choice in materials to practice and master the curricular standards?			
6. Is curriculum overall meaningful and student-centered in that it includes issues and topics related to the students' background and culture?			
7. Are there instructional modifications suggested when students are unable to meet the standards?			
8. Does curriculum and instruction lead to awareness and prepare students for a diverse society and work place?			



APPENDIX C: GUIDELINES FOR INSTRUCTIONAL TIME

TITLE I PRESCHOOL GUIDELINES FOR INSTRUCTIONAL TIME

Time of day	Description
Meal time (10-15 minutes)	<ul style="list-style-type: none"> ● Shared mealtime in the classroom, students sit together and can socialize ● Students finishing eating within the timeframe, start arrival work ● Teacher sitting with the kids, may eat, and encourages extended conversations
Arrival Work (15-20 minutes)	<ul style="list-style-type: none"> ● Structured ● Independent practice activities working on general skills ● Purposeful and intentional-aligned with student needs ● Teacher and para are engaged with a group ● Groups should include the following: Fine motor, name activity, math, open ended. Students should have opportunity to experience each group/area throughout the week
Family Gathering (5-10 minutes)	<ul style="list-style-type: none"> ● Working with data (attendance) ● Talking about meaningful events, issues to the students ● Purposeful calendar (looking at what is coming up) ● Purposeful weather (could be outside at times) ● Sitting in a circle/ rectangle facing each other ● Intentional and purposeful movement and music, fingerplays and poems– minimize the use of internet videos, music, dance videos ● Explain jobs and responsibilities ● Social/ emotional discussions ● Introduce new materials ● Community and relationship building
Shared reading and writing (10-15 minutes)	<ul style="list-style-type: none"> ● Modeling of reading and writing skills ● Connects to/aligns with learning standards or goals ● Establishes the purpose for discussions ● Includes Matt Glover reading or writing goals ● Small/ large group extension of the book
Work time (60-65 minutes)	<ul style="list-style-type: none"> ● Guided and independent learning opportunities ● Social interaction with peers ● Teacher and para are engaged/ interacting with students ● Student choice with independent learning activities ● Materials staged, displayed, or organized in a way that is child friendly and stimulates curiosity, and invites participation ● Teacher serves as extender or facilitator in the independent learning activities; moves around room to engage with students ● Centers include- Blocks, dramatic play, art, science, writing, sensory, math and games, literacy, snack, books ● Technology is embedded within the areas ● Teacher leads intervention/ enrichment groups ● Conferring with writing and reading ● Include new and novel activities-add in new pieces once a week to areas

	<ul style="list-style-type: none"> • Opportunities for students to practice cleaning up and organizing as a group
Phonemic awareness and phonics (5-10 minutes)	<ul style="list-style-type: none"> • Daily instruction • Consistent, sequential, engaging, interactive
Gross motor (25-30 minutes)	<ul style="list-style-type: none"> • Outdoor play experiences • Intentional and purposeful movement and music, fingerplays and poems– minimize the use of <i>inappropriate</i> internet videos, music, dance videos • Encourage large body movements–running, jumping, climbing, kicking, throwing, catching • A mix of organized games and free play • Teacher engages with students either through play, conversations, questions...
Family gathering (5-10 minutes)	<ul style="list-style-type: none"> • Review of the day and what students can expect the next school day • Learning from behaviors that have come up • Read aloud • Going home needs • End of the day song
Dismissal	<ul style="list-style-type: none"> • Getting the kids to their appropriate locations

TITLE I PRESCHOOL INSTRUCTIONAL COMPONENTS

Reading	<p>Read-alouds during large and small group that teach independent reading skills, book handling skills, author, illustrator and author’s craft.</p> <p>Focus lessons implemented in a large group; which includes teaching point and conferring with children one on one or in small groups. The intention is for all children to interact with books while the teacher supports each child to see themselves as a reader and to give children the opportunities to practice the reading skills modeled during focus lessons. This work has been influenced by Matt Glover, reading and writing consultant.</p>
Word Work	<p>Phonemic awareness instruction, using nursery rhymes to teach children language play, will be a daily component. Skills learned will be letter sounds, letter recognition, rhyming, onset fluency, blending compound words and syllables, segmenting words into compound words and syllables and identifying final sounds in words.</p> <p>Explicit phonics instruction, alongside phonemic awareness instruction, will begin mid-year.</p>
Writing	<p>Writing for composition includes a focus lesson, exposure to the writing center during centers, and conferring with those children one on one and in small groups. Teachers teach lines and drawing lines and then take those skills learned to form letters and numbers. Children learn to write their names, then move on to other familiar letters and words during centers, small groups and shared writing. This work has been influenced by Matt Glover, reading and writing consultant.</p>

Shared Reading and Writing	Will be done in large and small groups. Teacher will model appropriate reading and writing skills. Will be interactive, intentional and relevant to children to model reading and writing for a purpose. Can be done with teacher and class created books, list making, graphs, voting, letters, morning messages, etc.
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K-6 READING GUIDELINES FOR INSTRUCTIONAL TIME

Format	Component	Setting/ Timeframe
Focus lesson (K-6)	Direct instruction for the whole group aligned to the unit of study teaching points. <ul style="list-style-type: none"> ● Connect ● Teach ● Active Engagement ● Link 	Whole Group <ul style="list-style-type: none"> ● 10 - 15 minutes
Student Work Time (K-6)	Students: <ul style="list-style-type: none"> ● Individual reading <ul style="list-style-type: none"> ○ in a choice book that lends itself to the work of the unit ○ with a purpose tightly tied to a focus lesson (today's or previous days) ● Writing in response to reading with a purpose (typically no more than 5 minutes of the reading time) ● Partner reading (mostly used when building stamina) ● Participating in a small group for additional instruction Teachers: <ul style="list-style-type: none"> ● conferring with students and taking notes on strengths/needs/goals (majority of time) ● small group instruction based on common need (limited time) 	Mostly individual, limited partner work or small group instruction as needed <ul style="list-style-type: none"> ● 30 - 45 minutes
Teaching Share (K-6)	A time of gathering together as a large group to reinforce the focus lesson of the day, debrief students' reading behaviors, and summarize the overall progress of the group toward learning goals.	Whole Group, Small Group or Partners <ul style="list-style-type: none"> ● 5 - 10 minutes
Guided Reading (K-5)	This is an additional time beyond the reading workshop. The teacher guides small groups of students while engaging them in the reading of a text, coaching them to self-monitor and problem solve, and construct meaning. Teachers are intentional in their instruction and respond to student's specific needs in the moment. Knowing when to scaffold and when to reduce support is key for empowering students as they become independent readers. Students are matched with	Small, needs-based groups <ul style="list-style-type: none"> ● 30-45 minutes

	<p>text that is at their instructional reading level and lends itself to supporting the reader's next goal.</p> <p>Students not meeting in a group will be engaged in authentic literacy activities that may include individual or partner reading, listening to reading, word work, writing or book clubs.</p>	
<p>Reading Foundations: Phonemic Awareness/ Phonics/ Word Study (K-2)</p>	<p>Explicit instruction includes, but is not limited to, the following skills: letter naming, rhyming, onset fluency, blending, identifying final and/or medial sounds, segmenting, adding phonemes, deleting phonemes, substituting phonemes, and language awareness. Increasing students' writing and reading fluency is the ultimate goal of this work. K-1 use Heggerty Phonemic Awareness and follow the district reading foundations units. Kindergarten also has time built in during the first nine weeks of the school year to introduce the 26 letter names and sounds. Second grade spends at least the first semester using district reading foundations units and can continue into second semester if needed.</p> <p>*Additional phonics instruction for grades 3-5 can be embedded during guided reading.</p>	<p>Whole group</p> <ul style="list-style-type: none"> ● 30 minutes K-1st (10-12 Heggerty, 18-20 reading foundations unit instruction (after first nine weeks for K) ● 20 minutes 2nd (reading foundation unit instruction)

*Instructional minutes represent the end goal. Primary classrooms will build stamina in the first few months of school, working towards these timeframes.

Weekly sequence for Reading Foundations (Updated 2023):

Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
K (Aug. – Sept.)	PA work Letter/Sound Work	PA work Letter/Sound Work	PA work Letter/Sound Work	PA work Letter/Sound Work	PA work Letter/Sound Work
K (Oct. - May)	PA work Explicit teaching High Frequency Word Shared reading of connected text (concept of print)	PA work Review Shared Reading Visual blending Sound/picture sort	PA work Review Shared Reading Blending routine Making Words High Frequency Word (if two taught that week)	PA work Review Shared Reading Sound Boxes Dictation	PA work REVIEW: High frequency word(s)/skills
1st (D-F)	PA work Shared reading of connected text, explicit teaching Visual Blending High Frequency Word(s)	PA work Review Shared Reading Visual Blending Picture Sort High Frequency Words(s)	PA work High Frequency word review Making Words Decodable Text	PA work Review Shared Reading Sound Boxes Dictation	PA work REVIEW: High frequency word(s)/skills
1st (G-J)	PA work Shared reading of connected text, explicit teaching Visual Blending High Frequency Word(s)	PA work Review Shared Reading Visual Blending Making Words High Frequency Word(s)	PA work High Frequency Word(s) Review Sound Boxes Decodable Text	PA work Review Shared Reading Analogy Charts Dictation	PA work REVIEW: High frequency word(s)/skills
2nd (J+)	PA work Shared reading of connected text, explicit teaching Making Words High Frequency Word(s)	PA work Review Shared Reading Sound Boxes High Frequency Word(s)	PA work Review Shared Reading Analogy Charts High Frequency Word(s)	PA work High Frequency Word(s) Dictation	PA work REVIEW: High frequency word(s)/skills

K-6 WRITING GUIDELINES FOR INSTRUCTIONAL TIME

Format	Component	Setting/Timeframe
Focus lesson (K-6)	Direct instruction to the whole group aligned to the unit of study teaching points. <ul style="list-style-type: none"> • Connect • Teach • Active Engagement • Link 	Whole Group <ul style="list-style-type: none"> • 10-15 minutes

Student Work Time (K-6)	<p>Students:</p> <ul style="list-style-type: none"> ● Individual writing <ul style="list-style-type: none"> ○ in a choice piece that lends itself to the work of the unit ○ with a purpose tightly tied to a focus lesson (today's or previous days) ○ could be researching/notetaking in order to write ○ publishing towards end of unit ● Partner revising/editing ● Participating in a small group for additional instruction <p>Teachers:</p> <ul style="list-style-type: none"> ● conferring with students and taking notes on strengths/needs/goals (majority of time) ● small group instruction based on common need (limited time) 	<p>Mostly individual, limited partner work or small group instruction as needed</p> <ul style="list-style-type: none"> ● 35 - 40 minutes
Teaching Share (K-6)	<p>A time of gathering together as a large group to reinforce the focus lesson of the day, debrief students' writing, and summarize the overall progress of the group toward learning goals.</p>	<p>Whole Group, Small Group or Partners</p> <ul style="list-style-type: none"> ● 5 - 10 minutes
Mentor Sentences (6 only, optional at K-5)	<p>Using mentor sentences in an instructional approach to specifically teach grammar and author's craft through examples of strong sentences from favorite read-aloud books.</p>	<p>Whole Group</p> <ul style="list-style-type: none"> ● 10 minutes

7TH-8TH GRADE ELA GUIDELINES FOR INSTRUCTION

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Mini-lesson Indep. Reading Debrief/Share Indep. Writing	Read Aloud Indep. Reading Debrief/Share Indep. Writing	Mini-lesson Indep. Reading Debrief/Share Indep. Writing	Read Aloud Indep. Reading Debrief/Share Indep. Writing	Mini-lesson Indep. Reading Debrief/Share Indep. Writing
Writing	Mini-lesson Indep. Writing Debrief/Share Indep. Reading	Mini-lesson Indep. Writing Debrief/Share Indep. Rdg.	Mini-lesson Indep. Writing Debrief/Share Indep. Rdg.	Mini-lesson Indep. Writing Debrief/Share Indep. Rdg.	Mini-lesson Indep. Writing Debrief/Share Indep. Rdg.

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*Reading and writing are paced in the unit of study with the intention that students would be doing one or the other for longer periods of time (up to one week or more). While the example shows a Monday-Friday schedule, it is recognized that a stretch of reading and or writing lessons may extend through the next week.

*Mini-lessons have a singular skill/strategy focus. The teacher tightly follows the CTAL (Connect, Teach, Active Engagement, Link) structure. The purpose of a mini-lesson is to explicitly teach readers and writers ONE skill/strategy, tied to a standard, that they will apply in their own texts.

*Read-alouds differ from mini-lessons in that they do not follow the CTAL structure. Rather, the teacher reads a portion of text and thinks aloud, demonstrating how readers use a myriad of the skills/strategies learned to comprehend text. The purpose of a read aloud is for students to see how a proficient reader uses multiple skills/strategies taught to make meaning of text.

Recommended Timeframes for Workshop Components – 7th/8th Grade		
Reading	Mini-lesson (10-12 minutes) Indep. Reading (40-42 minutes) Debrief/Share (3-5 minutes) Indep. Writing (3-5 minutes)	Read Aloud (15-20 minutes) Indep. Reading (30-35 minutes) Debrief/Share (3-5 minutes) Indep. Writing (3-5 minutes)
Writing	Mini-lesson (10-12 minutes) Indep. Writing (40-42 minutes) Debrief/Share (3-5 minutes) Indep. Reading (3-5 minutes)	

9TH-12TH GRADE ELA GUIDELINES FOR INSTRUCTION

90-minute Block* (every other day)	
Reading	Mini-lesson**/Read Aloud*** Indep. Reading Debrief/Share

Writing	Mini-lesson Indep. Writing Debrief/Share
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*The units of study are written in a way that reading and writing instruction **can** both occur during a “block” of instruction. While a block of time **can** be split equally between reading and writing instruction and practicing, it is recognized that the teacher will sometimes have to extend one slightly longer than the other.

**Mini-lessons have a singular skill/strategy focus. The teacher tightly follows the CTAL (Connect, Teach, Active Engagement, Link) structure. The purpose of a mini-lesson is to explicitly teach readers and writers ONE skill/strategy, tied to a standard, that they will apply in their own texts, as well as give students an opportunity to practice that skill briefly before working independently on it.

*Read-alouds differ from mini-lessons in that they do not follow the CTAL structure. Rather, the teacher reads a portion of text and thinks aloud, demonstrating how readers use a myriad of the skills/strategies learned to comprehend text. The purpose of a read aloud is for students to see how a proficient reader uses multiple skills/strategies taught to make meaning of text.

Recommended Timeframes for Workshop Components – 9 th -12 th Grade Block		
Reading	Mini-lesson (8-10 minutes) Indep. Reading (30-32 minutes) Debrief/Share (3-5 minutes)	Read Aloud (15-20 minutes) Indep. Reading (15-20 minutes) Debrief/Share (3-5 minutes)
Writing	Mini-lesson (8-10 minutes) Indep. Writing (30 minutes) Debrief/Share (3-5 minutes)	

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING



INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Fall	Winter	Spring
Grade K		C+	E+
		B	D
		A	C
		AA	Below C
Grade 1	E+	G+	K+
	D	F	J
	C	E	I
	BELOW C	BELOW E	BELOW I
GRADE 2	K+	L+	N+
	J	K	M
	I	J	L
	BELOW I	BELOW J	BELOW L
GRADE 3	N+	O+	Q+
	M	N	P
	L	M	O
	BELOW L	BELOW M	BELOW O
GRADE 4	Q+	R+	T+
	P	Q	S
	O	P	R
	BELOW O	BELOW P	BELOW R
GRADE 5	T+	U+	W+
	S	T	V
	R	S	U
	BELOW R	BELOW S	BELOW U

KEY
EXCEED EXPECTATIONS
MEETS EXPECTATIONS
APPROACHING EXPECTATIONS: NEEDS SHORT-TERM INTERVENTIONS
DOES NOT MEET EXPECTATIONS: NEEDS INTENSIVE INTERVENTIONS

Correlation of Reading Level and Developmental Stage
based on the work of Fountas & Pinnell and Jan Richardson

Emergent	Early	Transitional	Fluent
<ul style="list-style-type: none"> Kindergarten Levels A – D 	<ul style="list-style-type: none"> First Grade Levels D – J 	<ul style="list-style-type: none"> Second Grade Levels J – M 	<ul style="list-style-type: none"> Third through Fifth Grade Levels N-Z

Reading Stage	F&P	Lexile	Reading Stage	F&P	Lexile
Emergent	A	25	Fluent	N	500-550
	B	50		O	575-625
	C	75		P	650-675
Early	D	100		Q	700-725
	E	125-150		R	750
	F	175		S	775-825
	G	200		T	850
	H	225-250		U	875
	I	275		V	900-925
Transitional	J	300-325		W	950-975
	K	350-375		X	1000
	L	400-425		Y	1025
	M	450-475		Z	1050-1075

APPENDIX E: MIDDLE AND HIGH SCHOOL LEVEL EXPECTATIONS FOR READING

Grade	Data	Intervention	Tier 1 additional support	On/above grade level target
6 th	FastBridge (aReading and CBMR or comp efficiency)	At/below 15 th percentile	16-39 th percentile	At/above 40 th percentile
7 th -8 th	Star Reading	At/below 15 th percentile	16-39 th percentile	At/above 40 th percentile
9 th – 11 th	Star Reading	At/below 15 th percentile	16-39 th percentile	At/above 40 th percentile

*This is screening data to signal a review of additional data. If MAP/EOC, benchmark data, grades, teacher recommendation or other data confirm a need for intervention, then

proceed with the additional support. If FastBridge or Star Reading are low but all other data does not indicate a need for intervention, then it is recommended to just monitor the data to ensure support is not needed in the future.

APPENDIX F: ELL SERVICE DELIVERY MODEL

NKC ELL SERVICES GUIDELINES

ELL Services are part of **Tier 1 General Education** and are **required** for any students with an ACCESS score below 5.0. See recommendations below for services placement. This document should only be used in collaboration with ELL Teacher's professional consultation.

ACCESS *** Not just Overall; consider Oral vs. Literacy	F & P	Reading Support		ELL Support
		Guided Reading/ Small group instruction in class	Reading Support if possible / Guided Reading or LLI	
1.0-2.4 ***	(K thru 1 st sem 2 nd) 1-2 Below (2 nd sem 2 nd -5 th) 1-3 Below	X	X can receive if oral is high and literacy low (ACCESS)	Pull-Out Support
	(K thru 1 st sem 2 nd) 3 or + Below (2 nd sem 2 nd - 5 th) 4 or + Below	X	X can receive if oral is high and literacy low (ACCESS)	
2.5-3.5 ***	(K thru 1 st sem 2 nd) 1-2 Below (2 nd sem 2 nd -5 th) 1-3 Below	X		
	(K thru 1 st sem 2 nd) 3 or + Below (2 nd sem 2 nd - 5 th) 4 or + Below		X	
3.6-4.7	(K thru 1 st sem 2 nd) 1-2 Below (2 nd sem 2 nd -5 th) 1-3 Below	X		Push-In Support
	(K thru 1 st sem 2 nd) 3 or + Below (2 nd sem 2 nd - 5 th) 4 or + Below		X	

*** Before deciding to place student in reading support, review most recent ACCESS score to ensure discrepancy between Oral Language, Literacy, and Overall scores.

Best Practices

- **Purposeful placement** / strategic grouping of students in 1-2 classrooms per grade level ensures maximization of ELL support resources and collaboration with classroom teachers.
- **All ELL students should receive Tier 1 instruction that includes Language Objectives and the Five Essential Components of Literacy for ELLs** *See Tier 1 Checklist for Effective ELL instruction
- Imagine Learning (daytime or tutoring) is recommended for all ELLs reading below grade level, as Tier 1 support.
- Collaboration between ELL Teacher and Classroom Teachers should occur to ensure communication about upcoming teaching points in Readers' Workshop and Writers' Workshop.
- ELL Teachers and Paras teach **Units of Study** for Reading / Writing Workshop with **Language Objectives**
- ELL Teachers and Paras Pull-out or Push-in during **Reading Workshop, Writing Workshop or Guided Reading**
- ELL teacher must see **ALL ELLs** on their caseload at some point throughout the school year (Rotational schedule with para if needed)
- Any ELL who is in the **pre-referral process**, the ELL teacher must be on the team or Lezie Paden.

Examples: If oral language is high enough (above 2.5), but literacy is low, the student may be a good candidate for receiving reading support. If oral language is lower (below 2.5), the student should receive ELL services, and guided reading if the student is ready for it. Students who have limited oral language proficiency should not be fast-tracked into reading services. If a student is making very limited growth in literacy while they have higher oral language proficiency, the student may be a good candidate for receiving reading support.

Updated 9.23.21

ENTERING CRITERIA

6 th Grade	7 th -8 th Grade
<p><u>Tier 2/MTSS Block</u></p> <ul style="list-style-type: none"> ● Look at the 5th grade spring F&P scores. Group those that are 1-2 grade levels below ● FastBridge scores (aReading and CBMR or comp efficiency) ● 1-2 grade levels below ● Lexile 740 or below <p><u>Tier 3/Pull - out support</u></p> <ul style="list-style-type: none"> ● 3 or more grade levels below that are not receiving SPED services ● Research previous reading support (see transition record) and grades ● FastBridge scores (aReading and CBMR or comp efficiency) ● 2 or more grade levels below ● Lexile 740 or below ● MAP Below Basic 	<p><u>Tier 2/MTSS Block</u></p> <ul style="list-style-type: none"> ● Research previous reading support ● Group those that are 2 grade levels below ● STAR Reading scores ● 2 grade levels below ● Lexile 830 or below (grade 7) ● Lexile 925 or below (grade 8) <p><u>Tier 3/Pull - out support</u></p> <ul style="list-style-type: none"> ● Research previous reading support ● District Benchmarks/Common Unit Assessments ● Spring STAR scores ● 3 or more grade levels below ● Lexile 740 or below (grade 7) ● Lexile 830 or below (grade 8) ● MAP Basic or Below Basic

EXITING CRITERIA

6 th Grade	7 th -8 th Grade
<ul style="list-style-type: none"> ● Tier 3 students ● FastBridge above 25th percentile ● MAP Scores – Proficient or Advanced ● District Benchmarks/District Common Unit Assessments– Proficient or Advanced 	<ul style="list-style-type: none"> ● Tier 3 students ● STAR Reading Lexile ● 970 or higher for 7th grade ● 1010 or higher for 8th grade ● MAP Scores – Proficient or Advanced ● District Benchmarks/District Common Unit Assessments – Proficient or Advanced

Students exiting Tier 3 may still need support during the MTSS block until there is trend data to support them in the Tier 1 setting.

9TH-12TH GRADE INTERVENTION ENTERING AND EXITING CRITERIA

ENTERING CRITERIA

***(If Literacy Methods is an available course, see enter and exit guidelines; recommendations also provided for advisory for students that are having difficulty passing class(es)).**

9 th Grade Literacy Methods	9 th -12 th Grade Advisory
<ul style="list-style-type: none"> • STAR scores once obtained/at/below 10th percentile • 3 or more grade levels below that are not receiving SPED services (ex. Lexile 830 or below) • Research previous reading support (see transition record) and grades 	<ul style="list-style-type: none"> • STAR Lexile/Percentile at/below 15th percentile • EOC • Failing grades • District Benchmarks/Common Unit Assessments • Spring STAR scores

EXITING CRITERIA

***(If Literacy Methods is an available course, see recommendations below)**

9 th Grade	9 th -12 th Grade
<ul style="list-style-type: none"> • STAR Lexile/Percentile above 10th percentile; 11-15th (move to advisory support) • Passing grade in ELA • District Benchmarks/District Common Unit Assessments– Basic or above 	<ul style="list-style-type: none"> • STAR Lexile/Percentile above 15th percentile • EOC scores • District Benchmarks/District Common Unit Assessments – Proficient or Advanced
Continued support in advisory for other failing courses or reteaching needs	

APPENDIX H: ACADEMIC INTERVENTIONS

NKC Schools Screening to Intervention Guide - READING

This guide was created as a supplement to the MTSS Handbook, and is intended to support teams in efficiently finding the best intervention for individual student needs. These interventions are not the only options, this list is only intended to streamline decision making. Alternative interventions or measures can be used but we always recommend making intervention decisions in consultation with the building MTSS team and/or the school psychologist.

Please note that online interventions are a great resource when used appropriately, but not all students respond to this format. If students are not making progress during computer-based interventions, they should be offered in-person interventions (small group or individual) as an alternative.

For additional details about these recommendations, please consult with members of your building MTSS team or reach out to [Pam August](#) or [Lisa Friesen](#).

Last updated December 2021

Kinder-garten	Screening Review Steps	Skill Area	Recommended Tier 2 (10+ min daily OR 15 min 3x wk)	Recommended Tier 3 (20+ min daily OR 30min 4*wk)	PM Weekly with
Fall	<u>1-Check Onset Sounds</u> below 25 th → above 25 th ↓	Phonemic Awareness	Heggerty (small group up to 6 students)	Road to the Code (up to 4 students)	Onset Sounds
Fall	<u>2-Check Letter Names</u> below 25 th → above 25 th ↓	Phonics (alphabets)	Incremental Rehearsal - LN	Road to the Code (up to 4 students)	Letter Names
Fall	<u>3-Check Letter Sounds</u> below 25 th → above 25 th ↓ stay on Tier 1	Phonics	Incremental Rehearsal -LS	Road to the Code (up to 4 students)	Letter Sounds

Latest update 10/29/2021 NOTE: This is intended as a guidance document and these are only recommendations. Each student is an individual and other probes or interventions may be used in consultation with the school psych and/or building MTSS team.
Please consider factors like IEPs, EL status, and previous interventions when creating intervention plans.

Winter	<u>1-Check Onset Sounds</u> below 25 th → above 25 th ↓	Phonemic Awareness	Heggerty (small group up to 6 students)	Road to the Code (up to 4 students)	Onset Sounds
Winter	<u>2-Check Word Segmenting</u> below 25 th → above 25 th ↓	Phonemic Awareness	Heggerty (small group up to 6 students)	Road to the Code (up to 4 students)	Word Segmenting
Winter	<u>3-Check Letter Sounds</u> below 25 th → above 25 th ↓	Phonics	Incremental Rehearsal -LS	Road to the Code (up to 4 students)	Letter Sounds
Winter	<u>4-Check Decodable Words</u> below 25 th → above 25 th ↓ stay on Tier 1	Phonics (Decoding)	Guided Reading (up to 5 students)	Sound Partners (up to 4 students)	Decodable Words
Spring	<u>1-Check Word Segmenting</u> below 25 th → above 25 th ↓	Phonemic Awareness	Heggerty (up to 6 students)	Road to the Code (up to 4 students)	Word Segmenting
Spring	<u>2-Check Letter Sounds</u> below 25 th → above 25 th ↓	Phonics	Incremental Rehearsal -LS	Road to the Code (up to 4 students)	Letter Sounds
Spring	<u>3-Check Decodable Words</u> below 25 th → above 25 th ↓ stay on Tier 1	Phonics (Decoding)	Guided Reading (up to 5 students)	Sound Partners (up to 4 students)	Decodable Words

Latest update 10/29/2021 NOTE: This is intended as a guidance document and these are only recommendations. Each student is an individual and other probes or interventions may be used in consultation with the school psych and/or building MTSS team.
Please consider factors like IEPs, EL status, and previous interventions when creating intervention plans.

1 st Grade	Screening Review Steps	Skill Area	Recommended Tier 2	Recommended Tier 3	PM Weekly with
	1-Check aReading above 25 th Stay on Tier 1 below 25 th ↓				
	2-Check earlyReading above 25 th - Stay on Tier 1 below 25 th ↓				
Fall	1-Check Word Segmenting below 25 th → above 25 th ↓	Phonemic Awareness	Heggerty (up to 6 students)	Road to the Code (up to 4 students)	Word Segmenting
Fall	2-Check Decodable Words below 25 th → above 25 th ↓	Phonics (alphabetic)	Incremental Rehearsal	Road to the Code (up to 4 students)	Decodable Words (If DW is too hard, try LS)
Fall	3-Check Sentence Reading below 25 th → above 25 th stay on Tier 1	Fluency	Repeated Reading (up to 6 students)	Sound Partners (up to 4 students)	CBMr
Winter/ Spring	1-Check Word Segmenting below 25 th → above 25 th ↓	Phonemic Awareness	Heggerty (up to 6 students)	Road to the Code (up to 4 students)	Word Segmenting
Winter/ Spring	2-Check Decodable Words below 25 th → above 25 th ↓	Phonics (alphabetic)	Incremental Rehearsal (up to 5 students)	Road to the Code (up to 4 students)	Decodable Words (If DW is too hard, try LS)
Winter/ Spring	3-Check Reading Fluency (CBMr) below 25 th → above 25 th stay on Tier 1	Fluency	Repeated Reading (up to 6 students)	Sound Partners and Repeated Reading practice (up to 4 students)	CBMr

Latest update 10/29/2021 NOTE: This is intended as a guidance document and these are only recommendations. Each student is an individual and other probes or interventions may be used in consultation with the school psych and/or building MTSS team. Please consider factors like IEPs, EL status, and previous interventions when creating intervention plans.

2nd Grade	Screening Review Steps	Skill Area	Recommended Tier 2	Recommended Tier 3	PM Weekly with
	1-Check aReading above 25 th Stay on Tier 1 below 25 th ↓				
	2-Check CBMr above 25 th - Stay on Tier 1 below 25 th ↓				
	3-Check CBMr % Accuracy Below 93% correct → 93% or more correct ↓	Phonics	Guided Reading (up to 5 students)	Sound Partners (up to 4 students)	CBMr
	4. Check CBMr Words per Min below 25 th → above 25 th stay on Tier 1	Fluency	Guided Reading (up to 5 students)	Quick Reads (up to 4 students)	CBMr
Grades 3-6					
	1-Check aReading above 25 th Stay on Tier 1 below 25 th ↓				
	3-Check CBMr % Accuracy Below 93% correct → 93% or more correct ↓	Phonics	Guided Reading (up to 5 students)	Corrective Reading OR Barton Spelling and Reading (up to 5 students)	CBMr

Latest update 10/29/2021 NOTE: This is intended as a guidance document and these are only recommendations. Each student is an individual and other probes or interventions may be used in consultation with the school psych and/or building MTSS team. Please consider factors like IEPs, EL status, and previous interventions when creating intervention plans.

	4. Check CBMr Words per Min below 25 th → above 25 th	Fluency	Guided Reading (up to 5 students)	Quick Reads (up to 4 students)	CBMr
	5. Check COMPefficiency below 25 th → above 25 th stay on Tier 1	Comprehension	Guided Reading (up to 5 students)	Quick Reads with focus on comprehension (up to 4 students)	COMPefficiency (every two weeks)
Grades 7-8					
	1-Check STAR Reading above 25 th Stay on Tier 1 below 25 th ↓				
	4. Check CBMr below 25 th → above 25 th ↓	Fluency	Freckle OR Guided Reading	REWARDS (20+ min/day) and Repeated Reading or additional online instruction	CBMr
	5. Check COMPefficiency below 25 th → above 25 th stay on Tier 1	Comprehension	Freckle OR Comprehension focused fluency routine/AVID	Freckle (20+ min/day) with small group instruction	COMPefficiency (every two weeks)

*Ensure vision, hearing and language screening have taken place before starting an intervention.

*This guidance document is for recommendation only. Additional evidence-based resources will be reviewed as needed to provide effective interventions for students.

APPENDIX I: CROSS-DISCIPLINARY LITERACY CHART

	Read	Write	Speak	Listen
Social Studies	<p><i>When social scientists read, they:</i></p> <ul style="list-style-type: none"> • Interpret primary and secondary sources • Learn to ask questions • Identify bias in multiple perspectives • Form supported opinions • Compare and contrast events, accounts, documents and graphics/visuals • Categorize thinking 	<p><i>When social scientists write, they:</i></p> <ul style="list-style-type: none"> • Create timelines • Synthesize evidence from multiple resources • Create argumentative essays while recognizing bias • Use evidence to support opinion 	<p><i>When social scientists speak, they:</i></p> <ul style="list-style-type: none"> • Question conclusions made through interactive dialogue • Propose inferences and conclusions based on evidence • Sequence information through interactive dialogue • Use bias and point of view to form and change opinions • Explain thinking through interactive dialogue • Paraphrase or summarize cause and effect 	<p><i>When social scientists listen, they:</i></p> <ul style="list-style-type: none"> • Identify bias and point of view • Use bias and point of view to form and change opinions • Draw conclusions based on evidence in described orally
Science	<p><i>When scientists read, they:</i></p> <ul style="list-style-type: none"> • Ask "Why?" more than "What?" • Tap into curiosity to create questions • Rely on prior knowledge or research • Interpret data, charts, illustrations • Seek to understand concepts and words • Determine validity of sources and quality of evidence • Pay attention to details • Make observations • Consider new hypotheses or evidence 	<p><i>When scientists write, they:</i></p> <ul style="list-style-type: none"> • Use precise vocabulary • Compose in phrases, bullets, graphs, data tables, infographics, or sketches • Use passive voice • Favor precision over craft or elaboration • Communicate in a systematic form • Record and use data • Record conclusions • Design solutions • Create models • Noticing and wonderings 	<p><i>When scientists speak, they:</i></p> <ul style="list-style-type: none"> • Propose explanations • Make, defend or explain claims using evidence • Ask questions • Plan investigations through interactive dialogue • Communicate observations and data • Identify bias and point of view 	<p><i>When scientists listen, they:</i></p> <ul style="list-style-type: none"> • Identify and interpret explanations • Classify claims using evidence • Infer uses of scientific tools and instruments from oral reading of grade level content • Compare/contrast examples of scientific tools and their uses from oral descriptions
Math	<p><i>When mathematicians read, they:</i></p>	<p><i>When mathematicians write, they:</i></p>	<p><i>When mathematicians speak, they:</i></p>	<p><i>When mathematicians listen, they:</i></p>

	<ul style="list-style-type: none"> • Look for patterns and relationships • Use mathematical reasoning • Use given and known information to create a solution • Utilize prior knowledge to react to mathematical problems on the first read • Look for what the problem is asking 	<ul style="list-style-type: none"> • Explain, justify, describe, estimate, and/or analyze • Use calculations to explain thinking • Use precise vocabulary • Include reasons and examples • Utilize real-world situations • Organize thinking in a coherent way • Create graphs, charts, and other images to demonstrate patterns and relationships • Reflect on work of themselves and other mathematicians • Justify solutions based on reasonableness • Construct viable arguments • Critique the reasoning of others • Model everyday situations with expressions and equations • Draw conclusions and interpret results 	<ul style="list-style-type: none"> • Describe patterns • Utilize previous understanding to explain thinking • Explain connections • Describe steps taken to attempting a solution • Discusses other mathematical strategies to solving problems • Explain how personal thinking differentiates from others' ideas • Questions estimates and reasonings • Utilizes “talk moves” to engage in the reasoning of others 	<ul style="list-style-type: none"> • Interpret patterns from oral scenarios of grade level content • Make inferences from oral scenarios of grade level content • Follow multi-step oral directions of grade level computation or word problems • Match mathematical equations from oral descriptions with use of visual representation • Analyze everyday math scenarios from oral scenarios • Interprets “talk moves” to engage in the reasoning of others • Apply ways of using mathematical scenarios from oral discourse
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APPENDIX J: ASSESSMENT LITERACY STANDARDS

Adapted from the Michigan Assessment Consortium, Spring 2015

https://www.michigan.gov/documents/mde/MAC_Asst_Literacy_Standards_1_601105_7.pdf

<i>Students should believe that they:</i>	<i>Students should know:</i>	<i>Students should know how to:</i>
Learn best when they have a clear learning target.	Different types of assessments provide different types of information.	Explain their assessment results to teacher and parents.
Are responsible for their own learning.	How to use scales to assess their own work.	Keep track of their own learning over time.
Learn from descriptive feedback.	How to use assessment results to set learning goals.	Use scales to provide feedback.
Learn from taking quality assessments.		Use feedback to improve learning.
Learn from misconceptions and errors.		

<i>Teachers should believe:</i>	<i>Teachers should know:</i>	<i>Teachers should be able to:</i>
Clear learning targets are necessary for learning.	There are different purposes for student assessment.	Self-assess their work and model this for students.
Students should be active participants in learning how to use assessment results to improve their learning.	Students should be active participants in learning how to use scales to improve their learning.	Use learning progressions to guide instruction and assessment.
Effective feedback is critical to support learning.	How to engage students in using their own assessment results for reflection and goal setting.	Use assessment results to make instructional decisions for individual students and groups of students.
		Support student use of assessment feedback to improve attitudes, aspirations, mindsets and achievement.

		Use assessment results to modify instruction to improve student achievement.
		Collaboratively analyze data and use data to improve instruction.
		Use multiple sources of data over time to identify trends in learning.
		Communicate effectively with students, parents, and other stakeholders about student learning.

<i>Building Administrators should believe that:</i>	<i>Building Administrators should know:</i>	<i>Building Administrators should be able to:</i>
All educators must be proficient in their understanding and use of assessment.	There are different purposes for student assessment: <ul style="list-style-type: none"> ● Student improvement ● Instructional program improvement ● Student, teacher or system accountability ● Prediction of future performance/achievement 	Promote assessment literacy for self and staff through: <ul style="list-style-type: none"> ● Professional Learning Communities ● Targeted and Differentiated Professional Development ● Walk-throughs (data collection & goalsetting) ● Educator evaluation practices (i.e., program, teacher, and administrator)
When assessment is done correctly, the resulting data can be used to make sound instructional decisions.	The definitions of and uses for different types of assessments.	Providing time and support for staff to implement a balanced assessment system.
Assessment results should be used to make instructional decisions that impact learning.		Assure horizontally and vertically aligned curriculum, instruction and assessment in the building.
Effective feedback is critical to support learning.		Assist teachers in collaboratively analyzing and using data in a professional learning community.
Good classroom assessment and quality instruction are intricately linked to each other.		

<i>District Administrators should believe that:</i>	<i>District Administrators should know:</i>	<i>District Administrators should be able to:</i>
Quality assessments are a critical attribute of effective teaching and learning.	There are different purposes for student assessment: <ul style="list-style-type: none"> ● Student improvement ● Instructional program improvement ● Student, teacher or system accountability ● Program evaluation ● Prediction of future performance/achievement 	Support literacy assessment by providing sustainable resources such as staff, budget, professional learning opportunities, etc.
There needs to be uniformity in assessment expectations and practices across buildings.	The definitions of and uses for different types of assessments: <ul style="list-style-type: none"> ● Summative ● Formative ● Screening 	Promote assessment literacy with staff through: <ul style="list-style-type: none"> ● Professional Learning Communities ● Targeted Professional Development ● Walk-throughs (data collection – goal setting)
Students should be active partners in their learning and assessment.	The multiple sources of assessment data that validly reflect the effectiveness of instruction.	

APPENDIX K: DISTRICT GLOSSARY OF ASSESSMENTS

Glossary of Assessments

[ACCESS \(Assessing Comprehension and Communication in English State-to-State\) for ELL 2.0](#)

The ACCESS is a standards-based, criterion referenced English language proficiency test designed to measure English language learners’ social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS for ELLs meets the federal requirements that mandates require states to evaluate ELL students in grades K through 12 on their progress toward learning English.

[ACCUPLACER](#)

ACCUPLACER is an assessment that helps determine placement for students in credit bearing college courses. Testing is required in English, reading, and math for most students. Some students are able to show college readiness through the Accuplacer assessment other than the ACT assessment at no additional cost to the student, family, or school district. This assessment is a requirement for all early college programs

associated with Metropolitan Community College Maple Wood or Business and Technology Campuses.
<u>ACT</u>
ACT is an achievement test, measuring what a student has learned in school. The ACT has up to 5 components: English, Mathematics, Reading, Science, and an optional Writing Test. All juniors will take this exam in the spring. In preparation for the exam all juniors will also take an internal practice ACT in the fall.
<u>AP or Advanced Placement Exams</u>
AP exams give high school students an opportunity to demonstrate what they have learned by taking AP exams administered by the College Board. Depending upon the AP Score, colleges and universities have the option to grant credit, placement, or both to these students.
<u>ASVAB or Armed Services Vocational Aptitude Battery</u>
The ASVAB is a multiple-choice test, used to determine whether a student is thinking of going to college or trade school, joining the military or entering the workforce. It is a tool to explore your interests, skills and values as well as empower students to better plan for the future. ASVAB measure aptitudes that are related to success in different jobs, as well as in training and education programs.
<u>CogAT or Cognitive Abilities Test</u>
The CogAT consists of a verbal, quantitative battery, and nonverbal battery. Each battery is a separate section of the test containing three different types of questions that cover unique cognitive abilities. More specifically, the CogAT measures cognitive development, the ability to learn new tasks, and problem-solving abilities. Because much of its content is nonverbal, the CogAT is also very useful for testing students who are not native English speakers.
<u>CFAs or Common Formative Assessments</u>
CFAs are periodic or interim assessments, collaboratively designed by grade-level or course teams of teachers. The assessments are administered to all students in a grade level or course several times during the quarter, semester, trimester, or entire school year. Designed as matching pre- and post-assessments to ensure same-assessment to same-assessment comparisons, they are similar in design and format to district and state assessments. Common formative assessment items are intentionally aligned to essential (Priority) standards only and reflect a blend of item types, including selected-response (multiple choice, true/false, matching) and constructed-response (short- or extended). Participating teachers analyze student assessment results in Professional Learning Teams to plan and differentiate instruction. Such results provide predictive value as to how students are likely to do on each succeeding assessment (school, district, and state) in time for teachers to make instructional modifications as needed.
<u>CUAs or Common Unit Assessments</u>

CUAs are district assessments used to evaluate a student’s understanding of mastery toward unit priority standards. These tests are taken independently and analyzed by Professional Learning Teams in order to make needed instructional decisions for students. These assessments are used at the district and building level to monitor curricular alignment with classroom instruction.

District Benchmark Assessments

District benchmark exams are a hybrid between formative and summative assessments. They are fixed assessments, evaluating student performance against specific grade-level standards and learning goals rather than simply taking a quick pulse of understanding. The Benchmark Assessment is considered a standard or point of reference against which system-wide learning may be compared or evaluated to inform and/or strengthen classroom instruction.

End of Course Assessments (EOC)

The EOC assessments are state mandated academic assessments conducted as part of the Missouri Assessment Program. End-of-Course assessments are taken when a student has received instruction on the corresponding course specific Missouri Learning Standards in the following core content areas: Algebra I and/or Algebra II, American Government, Biology, and English II. EOCs are administered regardless of grade-level.

FastBridge

FastBridge combines curriculum-based measures and computer-adaptive exams for universal screening in reading, math and behavior. FastBridge delivers accurate, actionable reports used by Professional Learning Teams for progress monitoring, screening, skill analysis, and instructional planning.

Fountas & Pinnell

Fountas & Pinnell is a benchmark assessment system tool for one-on-one assessment that matches students' instructional and independent reading abilities to the Fountas & Pinnell A-Z Text Level Gradient. Two assessment systems are available: System 1 assesses students in grades K-2; System 2 assesses grades 3-8.

IB or International Baccalaureate

IB is a rigorous academic program of studies designed to offer students a curriculum that will prepare them for universities around the world. IB exams will be given at North Kansas City High School.

IRCs or Industry Recognized Credentials

IRCs are portable, recognized credentials that validate a student has successfully demonstrated a skill competency in a core set of content and performance standards in a specific set of work-related tasks, single occupational area, or cluster of related occupational areas.

MAP or Missouri Assessment Program

MAP assesses students’ progress toward mastery of the grade-level Missouri Learning Standards. All students in grades 3-8 will take the grade level assessments in English Language Arts and Mathematics. Science is administered in grades 5 and 8.

MAP-A or Missouri Assessment Program Alternate Assessment

MAP-A is administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria that are determined by the student's Individualized Education Program (IEP) team using appropriate eligibility criteria. The Dynamic Learning Maps (DLM) system lets students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot. The DLM system is designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction. In this way, testing happens as part of instruction, which both informs teaching and benefits students.

[Missouri Connections](#)

Missouri Connections is a comprehensive, online, career development and planning program that is provided free of charge to all Missouri citizens. Funded by the Missouri Department of Elementary and Secondary Education and the Missouri Division of Workforce Development, this program supports the career development efforts of schools, community organizations, and adult job seeker programs. Missouri Connections helps individuals learn about their talents, skills, and interests and makes the connection between planning for continued education and the work world. Missouri Connections promotes lifelong learning and includes assessment, career and college planning and financial aid resources.

[Missouri Physical Fitness Assessment](#)

Missouri Physical Fitness Assessment provides students, teachers, and parents/guardians with information regarding the student's current fitness status. Fitness information can be used as a basis for designing an individualized fitness program for each student. The assessment is required and provides information for program evaluation.

[NAEP or National Assessment of Educational Progress](#)

NAEP is the largest nationally representative measure of what our nation's students know and can do in key subject areas at the elementary, middle and high school levels. NAEP is congressionally mandated and was first administered in 1969 to measure student achievement nationally. Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in the United States.

[Panorama Student Survey](#)

Panorama Student Survey gathers feedback from students about their classroom experience. Decades of research have shown that student perceptions strongly correlate with learning outcomes and can be an important improvement tool for school systems. The comprehensive survey covers nineteen key topics: from pedagogical effectiveness and school climate, to student engagement and growth mindset. Teachers have used the survey as a formative tool, educators have used it to assess the effectiveness of their interventions, and districts have used it as part of educator evaluation systems.

[PreACT](#)

PreACT is targeted to grade 10 and will give students practice with the ACT exam. Exam results from ACT will empower students, their parents, and district staff with an early indication of a student's individual progress towards mastery of ACT standards. Students also receive a personalized view of career and college possibilities which can

help them, their parents, and counselors choose high school courses most relevant to their needs and career interests.

[Preliminary SAT or PSAT/National Merit Scholarship Qualifying Test or NMSQT](#)

PSAT or NMSQT is a program co-sponsored by the College Board and National Merit Scholarship Corporation. Its purpose is a standardized test that provides first hand practice for the SAT®. The PSAT/NMSQT measures: Critical Reading Skills, Math Problem-Solving Skills, Writing Skills. Assessment results are used to identify Advanced Placement potential and identify potential National Merit Scholars.

[Star Assessments](#)

Star Assessments are short tests that provide teachers with learning data. Star tests are computer adaptive, which means they adjust to each answer the student provides. This helps teachers get the best data to help students in the shortest amount of testing time.

[Technical Skills Assessments \(TSA\)](#)

TSAs measure skill proficiency of Career and Technical Education (CTE) students who are concentrators (students who have earned three or more sequential credits in any state-approved CTE program in grades 9-12).

[WIDA-Screener](#)

WIDA-Screener assesses the English language proficiency of incoming students in grades 2-12 who have indicated the presence of another language in the home upon enrollment. The assessment assists educators with identification and placement of ELLs. Kindergartners and first semester 1st graders are given the K-WAPT, a paper screener, to determine ELL program eligibility.

[WorkKeys](#)

WorkKeys is a job skills assessment system measuring foundation skills required for success in the workplace, and help measure the workplace skills that can affect job performance. Unlike other assessments, they don't simply give an indication of reading and writing competency. Instead, the WorkKeys measures a range of hard and soft skills relevant to any occupation, at any level, across industries.

APPENDIX L: LEADERSHIP AND SUSTAINABILITY LEVELS OF SUPPORT

	Building Level									District Level	
	Classroom Teachers	New Teachers	Reading Support Teachers	EL Teachers	Special Education Teachers	Dem onstration Teachers	Media Specialists	TLCS	Principals	District Admin.	District of Assesses
Responsible											
Accountable											
Consulted											
Informed											
<i>Participate in ongoing building and district-level professional development in order to further their own knowledge of cross-curricular literacy and its use in the classroom</i>	R	R	R	R	R	R	R	C	I	A	
<i>Implement current best practices of literacy instruction as designed by this instructional plan</i>	R	R	R	R	R	R	R	C	A	I	
<i>Use student data to make informed instructional decisions</i>	R	R	R	R	R	R		C	A	I	
<i>Collaborate with Professional Learning Team (PLT) members and other stakeholders to implement cross-curricular literacy instruction with fidelity and reflect on the effectiveness of current practices</i>	R	R	R	R	R	R	R	C	A	I	
<i>Attend introductory professional development regarding cross-curricular content literacy during New Teacher Induction Week</i>		R						C	I	A	
<i>Attend follow-up meetings throughout the year (per teacher induction requirements) to continue learning surrounding cross-curricular literacy</i>		R						C	I	A	
<i>Utilize various models of reading instruction (“push-in” or “pull-out” services, co teaching, etc.) to deliver (additional) instruction for students who struggle with reading</i>			R	R	R			I	A	C	
<i>Provide specialized instruction to address disability-related deficits in literacy to students with identified disabilities</i>			R		R			I	A	C	
<i>Consult with general education teachers regarding instructional needs and accommodations for students with disabilities that impact literacy</i>			R		R			I	A	C	
<i>Provide opportunities to demonstrate skills in the implementation of cross-curricular literacy instruction in action</i>						R		C	I	A	
<i>Serve as mentor for teachers to gain knowledge in the components of cross-curricular literacy instruction</i>						R		C	I	A	
<i>Provide peer-to-peer coaching for fellow staff members</i>						R		C	I	A	
<i>Promote student information literacy across the curriculum</i>							R	C	I	A	
	Building Level									District Level	

	Classroom Teachers	Networks	Regional Teachers	Elementary Teachers	Special Education Teachers	Domestic Teachers	Media Specialists	TL Cs	Principals	District Admin	Director of Assessment
	Responsible										
	Accountable										
	Consulted										
	Informed										
<i>Provide print-rich environments that reflect the curriculum and the diverse learning needs of the school community</i>	R	R	R	R	R	R	R	C	A	I	
<i>Ensure open, non-restricted access to a variety of high-quality reading materials in multiple formats that support students' academic needs and personal interests</i>							R	C	A	I	
<i>Organize and promote literacy projects that engage learners and motivate them to become lifelong readers</i>							R	C	A	I	
<i>Provide professional development, co-teaching opportunities, and/or model lessons that will share knowledge of current best practices in cross-curricular literacy with staff</i>	I	I	I	I	I	I	I	R	A	C	
<i>Facilitate learning at grade level PLT meetings</i>	I	I	I	I	I	I	I	R	A	C	
<i>Present/facilitate learning on early release and PD days</i>	I	I	I	I	I	I	I	R	A	C	
<i>Arrange opportunities for teachers to observe best practices in others' classrooms</i>	I	I	I	I	I	I	I	R	A	C	
<i>Provide resources for teachers in support of cross-curricular literacy</i>	I	I	I	I	I	I	I	R	A	C	
<i>Observe teachers to provide feedback for continued growth within cross-curricular literacy instruction</i>	I	I	I	I	I	I	I	R	R	A	
<i>Create a supportive environment that encourages teachers to learn and understand cross-curricular literacy</i>								C	R	A	
<i>Attend key professional development meetings and read all supportive materials in order to increase personal knowledge of cross-curricular literacy</i>								I	R	A	
<i>Coordinate building level cross-curricular literacy professional development</i>	I	I	I	I	I	I	I	C	R	A	
<i>Use data to make building decisions regarding professional development plans and support for staff</i>	I	I	I	I	I	I	I	C	R	A	
<i>Coordinate cross-curricular literacy implementation with response to intervention efforts, family and community involvement, and the district assessment plan</i>			C	C	C			I	R	A	C
<i>Provide updated and applicable Instructional Alignment Guides</i>	C	I	I	I	I	I	I	I	I	R/A	A
	Building Level									District Level	

	Classroom Teachers	New Teachers	Rdng Support Teachers	EL Teachers	SpEd Teachers	Dem on strati on Teachers	Media Specialists	TL Cs	Principals	Dist Admin	Director of Assessment
Responsible											
Accountable											
Consulted											
Informed											
<i>Provide resources and learning opportunities for teacher's professional growth</i>	I	I	I	I	I	I	I	C	C	R/A	
<i>Implement a thorough plan for professional growth activities that support current teachers and new teachers to the district</i>	I	I	I	I	I	I	I	C	C	R/A	
<i>Develop a systematic means to monitor instruction to insure fidelity of the instructional plan</i>								I	C	R/A	
<i>Train and prepare principals, instructional coaches, and demonstration teachers to provide instructional leadership for their constituents</i>						I		I	I	R/A	
<i>Monitor assessment results to determine academic growth of students through a variety of assessment tools</i>	I	I	I	I	I	I		I	I	R/A	A
<i>Monitor implementation of instructional plan and provide assistance to individual buildings/teams when needed</i>	I	I	I	I	I	I		C	C	R/A	
<i>Work with the Assistant Superintendent of Academic Services to obtain reliable, valid, and benchmarked assessments that measure student literacy development consistently among all district K-8 schools</i>											R
<i>Provide professional development for teachers on the assessment plan and use of assessment resources</i>	I	I	I	I	I	I	I	R	R	I	R
<i>Provide adequate resources for implementing the district assessment plan whether it is training or digital support</i>	I	I	I	I	I	I	I	R	R	I	R