

## PURPOSE STATEMENT

### 1. Issue –

Historical data indicates that both our K-3 ELL and SPED student groups are repetitively underperforming. Our state assessment scores are indicative of this and in fact, overall scores for our general population of students show significant numbers of students not reaching grade level benchmarks. In 2019 the percent of students passing state assessments includes:

Mathematics SBA-38.5%.

English Language Arts SBA- 52.2%

Science State exam (WCAS)-42.7%.

- In TPS **7/36** of our elementary schools have been labeled “Comprehensive” or “Tier 2” based on OSPI’s ESSA three-year accountability Index; meaning they have **3 or more** of their identified student groups that are considered failing or not making adequate growth or meeting proficiency.
- Another **14/36** of these schools are labeled “Tier 1” meaning they have at least one or two targeted groups failing.
- To summarize, **21/36** of these schools have failing identified student groups and the groups that are predominately failing in **19/20** of these schools are students with IEPs and our English Language Learners.

### 2. Vision –

Coordinated instructional practice in which 2 or more certificated educators simultaneously work with a heterogeneous group of students in a general education classroom. Two teachers collaborate to focus on meeting needs of all students during core instructional math & literacy blocks. SPED and ELL students are not pulled out of core instruction but rather their needs can better be met when two teachers co-plan lessons implementing our balanced literacy framework defined workshop model during the core instructional block. The teachers collaborate to provide whole group, small group and 1:1 individual instruction during a lesson. There is a focus on language acquisition, differentiation, culturally responsive practice and continuous assessment to inform instruction.

Some of the known benefits of a collaborative (co-teaching) model include:

- Increased support to students by reducing the teacher to student ratio during the core instruction
- Increased differentiation for student needs with small group instruction
- Greater social integration among all student groups
- Greater access for all students to grade level, standards-based instruction within their core classroom

### 3. Approach –

Implement Co-teaching model, to reduce student to teacher ratio during core literacy learning blocks. Support for all student groups within core classroom learning environment. Extensive teacher professional development, coaching and support for co-teaching, language acquisition, differentiation and culturally responsive teaching practices is provided for these teachers to build their personal instruction and ability to build primary team’s instructional capacity.

### STAKEHOLDERS

- K-3 Students in targeted comprehensive, Tier I & II schools =20 schools/36 schools.
- Approximately: 6,300 K-3 Students
- 20 full time K-3 Collaborative Teachers
- 34 .5 K-3 Collaborative Teachers/.5 Instructional Coaches in all elementary schools = 36 schools (only .5 of Instructional coach time is support through K-3 budget)
- Primary teachers in targeted comprehensive, Tier I & II schools

### CASE STATEMENT

By having two highly qualified certificated teachers collaborating to provide core literacy instruction within the general education setting more student groups can receive the instruction they need through small group instruction.

- “Children who read proficiently by the end of third grade are more likely to graduate from high school and to be economically successful in adulthood.” [Annie E. Casey Foundation](#)
- We must intervene for students before they leave 3<sup>rd</sup> grade; According to Fountas & Pinnell (2002), “if children find learning hard, their emotional responses are set up to lose motivation”
- “In order to motivate struggling readers in today’s schools we have to find ways to engage struggling readers and writers by stimulating and engaging them in their own learning” Taylor
- “Small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward.” Fountas & Pinnell
- “Both educators actively participate in the delivery of instruction, share responsibility for all students, assume accountability for student learning, the exact contribution that each person makes may vary, but together the educators create a learning situation that cannot be produced by a solo teacher.” M. Friend
- “Job embedded professional development is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work.” Hawley & Valli
- “The Balanced literacy workshop model prepares students for any reading and writing task they will face and to turn kids into life-long, confident readers and writers who display agency and independence.” L. Calkins
- “Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities.” ASCD

### WHAT SPECIFIC BOARD-ADOPTED BENCHMARKS WILL BE INFLUENCED BY THIS WORK?

#### Academic Excellence:

- Graduation Rates
- Dropout Rates
- Course Failures
- Academic Rigor
- State Assessment: Smarter Balanced English/Language Arts for 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> Grades
- Report Card: Reading Competencies for 5<sup>th</sup>
- Report Card: English for 8<sup>th</sup> Grade
- State Assessment: Smarter Balanced Math for 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> Grades
- Report Card: Math Competencies for 5<sup>th</sup>
- Report Card: Algebra or Geometry for 8<sup>th</sup> Grade

# K-3 Collaborative Support

## Academic Excellence

### Early Learning

- State Assessment: Smarter Balanced English/Language Arts for 3<sup>rd</sup> Grade
- Report Card: Reading Competencies for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>
- Kindergarten: Literacy
- State Assessment: Smarter Balanced Math for 3<sup>rd</sup>
- Report Card: Math Competencies for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>

### MEASURABLE GOALS

1. We will increase Kindergarten - 3<sup>rd</sup> grade ELA DRA results by 5% by the end of 2023.
2. We will increase Kindergarten - 3<sup>rd</sup> grade ELA iReady results by 5% by the end of 2023.
3. We will increase Kindergarten - 3<sup>rd</sup> grade Math iReady results by 5% by the end of 2023.
4. We will increase 3<sup>rd</sup> grade ELA & Math SBA results by 5% by the end of 2023.

### SCOPE OF WORK

Inputs / Resources	Activities	Outputs / Outcomes
1.0 FTE Director of Program Alignment & Student Support (Supports K-3 in addition to other duties. Approximately .5 of the position supports K – 3 Collaborative Teachers)	Leadership of K-3 Collaborative Programming	Reduced teacher to student ratio in K-3 classrooms, Increased small group instruction for targeted student groups
20 K-3 Collaborative Support Teachers	20 highly qualified collaborative support teachers to provide collaborative -co-teaching support partnered with K-3 teachers	Implemented collaborative support model in K-3 classrooms in schools to reduce teacher to student ratio during core instruction (20 Schools with 1.0 FTE K-3 Collaborative Teachers
34 .5 Collaborative Support Teachers (.5 Instructional Coaches)	Shifted work of 36 instructional coaches to provide collaborative co-teaching support partnered with K-3 teachers	Implemented collaborative support model in K-3 classrooms in all elementary schools to reduce teacher to student ratio during core instruction (34 elementary schools have .5 K-3 Collaborative/.5 Instructional Coaches)
4 days summer institute & 14 Friday Release days for professional learning	Provide over 112 hours of PD related to co-teaching and effective instructional strategies to support struggling student groups	Increased capacity of primary school teams to implement effective instructional approaches through collaboration of co-teachers with general education teachers

**K-3 Collaborative Support**

Academic Excellence

<i>Fund Description</i>	<i>18-19 FTE</i>	<i>Salaries &amp; Benefits</i>	<i>Supplies</i>	<i>Contract Services</i>	<i>Travel</i>	<i>Capital Outlay</i>	<i>Total</i>
<b>Total</b>							