

**LESC EXECUTIVE SUMMARY—READS TO LEAD**  
*Artesia Public Schools*

- How does your district utilize Reads to Lead funds?  
**2013-2014**—We utilized the 13-14 funding to hire a consultant from Winsor Learning to work on-site in our district (18) days throughout the year. The consultant worked as an advisor regarding the analysis of data (particularly DIBELS) and design of intervention strategies and progress monitoring. The remaining funds were utilized to purchase and implement Lexia Reading Core 5. Lexia is an on-line program that provides reading assessment and practice for students. The system also assists teachers in planning data-driven action plans for students which simplifies the process of differentiating instruction.

**2014-2015**—We utilized the 14-15 funding to continue our partnership with the Winsor Learning consultant as well as continue the use of the Lexia program. Additional funding enabled us to purchase the registration fees for (20) elementary staff members representing each of our elementary schools to attend a Daily 5 conference in San Antonio, TX. Daily 5 is a framework for structuring literacy time, so students develop lifelong habits of reading, writing, and working independently. Additionally, we hired consultant Sheryl White to work on-site in our district (12) days throughout the year to provide professional development on the teaching of writing as it is expected through the Common Core State Standards.

**2015-2016**—We are utilizing the 15-16 funding for a full-time elementary reading instructional coach. Additionally, we will be using some of the funds to continue working with the Winsor Learning consultant as well as Sheryl White. However, they will be spending fewer days in the district, and their roles will primarily be to work as mentors to our district reading coach. A portion of Lexia will continue to be paid from Reads to Lead funding. Finally, we have upgraded to a component of Renaissance Learning's STAR Reading program called STAR Custom. This upgrade is being funded from Reads to Lead funding. STAR Custom will assist teachers in designing formative assessments to measure growth, progress monitor, or plan instruction.

- Describe any changes in how you will utilize the funds in FY16 that are different from FY15.  
For the first time, we are utilizing Reads to Lead funding in FY16 to provide a full-time elementary reading instructional coach. The consultants we have utilized in prior years will now act as mentors to our district coach.
- Briefly summarize how you met the expectations for the RFA to include;
  - District school level leadership  
We met the expectations for monitoring K-3 reading instruction that differentiates school level services through the following:
    - establishment of district and school reading goals as stated in the WebEPSS
    - use of the Student Assistance Team Process and Response to Intervention
    - administrator and grade level Professional Learning Communities

- the utilization of a common reading curriculum district wide (Reading Street Common Core 2013) with the opportunity to differentiate through Lexia, STAR Custom, and Daily 5
  - parent communication including Parent Conference Days and Lexia school-to-home connection letters in English and Spanish
  - the use of consultants (and now our own Reading Coach) to analyze individual school and classroom data to assist us in designing appropriate instruction.
- **School Level Leadership**  
**We met the expectations for monitoring and improving reading instruction at the school level through the following:**
- addition of our own Reading Coach to attend professional development opportunities and disseminate the information to principals and teachers
  - development of a Reading Leadership Team consisting of each school's Title I teacher and one other school representative to participate in P. D., work directly with our consultants and Reading Coach, and meet regularly with district administration
  - the ability of our principals to review lesson plans through the Principal's Aide system and gather and evaluate data through Lexia and STAR Custom
  - well-established weekly school-site PLCs and monthly district grade level PLCs
  - observations of teachers conducted by principals and documented in School Improvement Network's Observation 360
  - and the individual principals' extraordinary efforts to involve families in our schools.
- **Professional Development**  
**We met the expectations for differentiating professional development through the following:**
- Lexia and STAR Custom each come with professional development components for teachers
  - the incorporation of consultants and now a Reading Coach that individualize their P. D. based on school site data and needs
  - the support of teacher and coach participation in PED P. D. opportunities
  - our continued use of School Improvement Network's PD 360
- **Curriculum and Instruction**  
**We met the expectations for Curriculum and Instruction:**
- through an explanation of our strategies and resources utilized in whole group, small group, and intensive intervention settings
  - students are provided intervention through our Title I program as well as in before and after school tutoring sessions
  - work within PLCs enable teachers to analyze data, review student work, and share best practices
  - students are motivated to become successful readers through such things as Reading Street Common Core 2013's strong technology component, the format of the Lexia program, and most importantly, the personalized approach teachers take to enable all students to experience success increasing their intrinsic motivation.

- Assessment
  - We specifically described our process for utilizing information that is gathered to plan remediation for individuals and groups of students and in some cases, to refer students not responding to prescribed interventions to the Student Assistance Team.
  - We described the Renaissance and Discovery assessments utilized as formative and interim assessments.
  
- Budget Activities that Align with Increasing Reading Instruction and Student Achievement
  - Our district administrators and lead teachers collaborated to ensure that each aspect of our Reads to Lead plan was selected to increase reading instruction and student achievement.
  - Improving reading instruction was addressed by our consultants.
  - The chosen assessments provided meaningful data and assisted our teachers in developing appropriate strategies for attacking deficits.
  - Students benefitted from the innovative reading practice provided by Lexia.
  
- Summarize Table IV from the 2015-2016 RFA, for both FY 2015 and 2016. Please include specific uses for Reading Coaches vs. Interventionist.
 

**2014-2015—35% of our budget was utilized for the Lexia Core 5 program. 64% of our budget was designated for our consultants utilized as interventionists and teachers' participation in the Daily 5 conference. 1% was reserved for indirect costs.**

**2015-2016—57% of our budget has been designated for a full-time elementary reading instructional coach. 18% will be utilized for continued work with the consultants who will mentor our coach. 24% has been utilized to purchase Lexia Core 5 and STAR Custom. 1% has been reserved for indirect costs.**