



# Framingham Public Schools

Robert A. Tremblay, Ed.D., Superintendent of Schools

**Office of Teaching and Learning**  
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## MEMORANDUM

DATE: June 3, 2021

TO: Lincoln Lynch, Executive Director of Finance and Operations  
CC: Robert Tremblay, Superintendent of Schools  
Inna London, Assistant Superintendent for Human Resources

FROM: Amy Bright, Assistant Superintendent for Elementary Education

RE: Addition of [Reading Teachers](#) to Elementary Schools

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Recent guidance from the Department of Elementary and Secondary Education (DESE) has required districts to develop screening procedures or protocols for students that demonstrate one or more potential indicators of a neurological learning disability including, but not limited to, dyslexia (Massachusetts Dyslexia Guidelines). As part of this work Literacy Coaches have worked this year to use the information from the iReady diagnostic to unpack the profiles of students who were identified using the Dyslexia Screener in both windows (Fall and Winter). Through this process, including the administration of additional assessments, we were able to identify trends and intentional next steps that fall within three categories; curriculum, instructional practice, and personnel that have served as a catalyst for future planning.

### **Curriculum**

Based on the identified need for increased instruction in the foundational skills needed for reading proficiency we have identified a plan to add a phonological awareness component to the existing phonics block in Kindergarten and Grade 1 in select schools. Four schools will “early-adopt” this model to work on scheduling, fidelity of practice and progress monitoring of these practices in the 2021-2022 school year (King, Potter Road, Stapleton and Harmony Grove). The additional schools will be onboarded to this practice in 2022-2023. As an additional level of support to all schools, iReady Toolbox will be added for Literacy and Math for the 2021-2022 school year.

### **Instructional Practice**

Based on the identified needs, the Office of Teaching and Learning and the Office of Multilingual Education will spend time prior to the end of the school year reviewing coaching expectations with school based coaches. These expectations include an 80/20 model of support for schools in which coaches spend 80 percent of their time supporting teachers using the student centered coaching model and 20 percent of their time providing direct support to students through data driven Tier II and Tier III interventions. These expectations also include the facilitation and support of the multi and varied groupings during Team Time weekly collaborative planning sessions.

**Personnel**

Currently to support students in need of Tier II and Tier III intervention, each school is allocated one interventionist through the operating budget. Additionally, each school was allocated an additional interventionist utilizing ESSR funding to help support Math intervention as well since the single interventionist model tended to heavily focus on Literacy. This focus is in alignment with the School Committee goal of increasing Kindergarten readiness which will have a direct positive impact on the percentage of students reading on grade level by 2nd grade. Based on the specific needs of students who are struggling with foundational skills in the area of Reading, I am recommending that ESSR funds be used to create a Reading teacher position to support the intensive Tier II and Tier III interventions primarily in grades K-2. These interventions will be delivered using a push-in model, will be progress monitored and skill specific to support all students in meeting the goal of reading at or above grade level. The following is a breakdown of current and proposed additions to make this cycle of support effective:

\*funding source is from the operating budget unless otherwise indicated

School	Literacy Coach	Interventionist (19.5)	Interventionist (19.5) Title I Funding	Student Success Coach	Reading Teacher *ESSR Funding
Barbieri	2	2 (1 from ESSR)	2		1
Brophy	1	2 (1 from ESSR)	2		1
Dunning	1	2 (1 from ESSR)			.5 shared with Potter Road
Hemenway	1	2 (1 from ESSR)			.5 shared with King
King	1	2 (1 from ESSR)			.5 shared with Hemenway
McCarthy	2 (one from Title I)	2 (1 from ESSR)	0		1
Potter Road	1	2 (1 from ESSR)			.5 shared with Dunning

Stapleton	1	2 (1 from ESSR)	0	1	1
Wilson	1	2 (1 from ESSR)	0	1	1

In consideration of sustainability, the proposal includes moving to a model in 2022-2023 that supports the continuation of the Reading teacher in each building as outlined above and a 19.5 math interventionist in each building to support work that remains due to interrupted learning from the COVID-19 pandemic.