Reading Instruction and Title Programming at Richfield Elementary
Agenda

1. **Title I Funding: Components and Programming**
   a. District Components of Title I: our responsibilities
   b. Parent Components and how you can engage
   c. How we spend our funds: explanation and feedback

2. **Title I Programming Focus Area One:** Daily Literacy Instruction and Intervention

3. **Title I Programming Focus Area Two:** Literacy Summer Programming

4. **Wrap up and Feedback**
TITLE I PROGRAMMING

WHAT IS IT AND WHY DOES IT MATTER TO US?
The purpose of Title I programming is to provide all children “significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”

To achieve that, states must develop accountability systems to identify and support schools with academically struggling students. Schools must use their Title I funds to improve student outcomes, including academic achievement.
As a condition of receiving Title I part A funds, our district has specific responsibilities. Examples of these responsibilities include:

- Reporting student achievement and other data to families and the public (report card)
- Notifying parents about issues such as teacher qualifications, assessments, and identification of students as English Learners
- Developing policies and providing services to engage parents and families
- Providing services to eligible private school students
- Overseeing Title I activities in Title I schools (we are a Targeted vs Schoolwide Program)
How to be involved:

● Volunteer to review the District Title One parent involvement policy or School-Parent Compact

● Suggest any revisions to parent compact document

● Sign and return parent compact and parent feedback form

● Attend and participate in parent-teacher conferences (RIMP conversation will help guide specific information)
Where do I find more information?

Website

Also, email: mkrantz@revereschools.org
Focus Area One for Title Funds: Daily Literacy Instruction

The Science of Reading
Note: McKenna and Stahl (2009) have developed a Modified Cognitive Model of the Reading Rope that adds the Strategic Knowledge that readers use (e.g., general and specific purposes for reading, knowledge of reading strategies) to further understand how readers comprehend text.
The three tiers of support are stacked resources so that they are layered and aligned with each other.
Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.
# Acadience Reading: Summary of Benchmark Goals and Cut Points for Risk

## Reading Composite Score


## First Sound Fluency (FSF)

| 16 | 43 |
| 10 | 30 |
| 5  | 20 |

## Phoneme Segmentation Fluency (PSF)

| 64 | 56 | 47 |
| 62 | 40 | 34 |
| 8  | 10 |

## Nonsense Word Fluency (NWF)

| 25 | 21 |
| 17 |
| 9  |

## Oral Reading Fluency (ORF)

| 34 | 67 |
| 16 |

## Maze Adjusted Score

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
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**Reading Composite Score:** A combination of multiple Acadience Reading scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the Acadience Reading Benchmark Goals and Composite Score document.

**ABOVE BENCHMARK** (number above bold number in each box): Students scoring above the benchmark are highly likely to achieve important reading outcomes (approximately 90% to 99%). These scores are identified as *Above Benchmark*. While students scoring *Above Benchmark* are likely to need *Core Support*, some may benefit from instruction in more advanced skills.

**BENCHMARK GOAL** (large bold number in the middle of the box): Students scoring at or above the benchmark goal have the tools in their favor (approximately 86% to 90%) of achieving later important reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

**CUT POINT FOR RISK** (number below bold number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Below Benchmark* and the students are likely to need *Strategic Support*.

Scores below the benchmark goal and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.
Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.
Tier 3: Intensive, Individualized Interventions & Supports
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based on individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.
Richfield’s Process

**Step One:** Research/Evidence-Based Instruction; Differentiation for all

- Administer screener. If deficit is demonstrated, administer diagnostic. Determine intervention and administer with fidelity.
- After 3-5 data points of growth not aligned to benchmark outcomes, bring data to grade level meeting for team review; devise revised intervention plan.

**Step Two:** Research/Evidence-Based Instruction

- Determine intervention for points of deficit and administer interventions with fidelity.
- Continue with core instructional support, as well as this level of strategic support. After 3-5 data points of growth not aligned to benchmark outcomes, bring data to grade level meeting for team review; create revised intervention plan. If student demonstrates growth, continue with plan.

**Step Three:** Research/Evidence-Based Instruction

- If not making adequate progress after data collection, meet with RTI team for data review and planning for next steps; if student demonstrates growth, continue with plan.
- RTI will help problem-solve a new/revised plan for student.
Second Focus Area Two for Title Funds: Family Literacy Instruction

The Science of Reading
Read Around Revere
Our “WHY”

*Data was used from the end of the prior year to assess areas of need.

2021-2022 School Year:

**Number of Students that were serviced for intervention at end of K (Spring 2021):**

- 36 students

**Number of Students that were serviced for intervention in beginning of 1st (Fall 2021):**

- 54 students
Data Informed Planning

Science of Reading
- LETRS training for staff
- Heggerty in Kindergarten
- *Speech to Print* by Dr. Louisa Moats (teacher optional book club)

Assessments
- Acadience Reading
- Grouping based upon PAST assessment areas

Children Selected
- Based off of benchmark scores
- Teacher Recommendations
- Social Emotional Needs
Categories of Focus

1. SYLLABLES
2. ONSET & RIME
3. PHONICS
4. THEMED STORY & SNACK
SYLLABLES

● A unit of pronunciation, forming the whole or part of a word.

ONSET AND RIME

● Onset: sounds before the vowel in a word.
● Rime: the vowel and what comes after it.

PHONICS

● The relationship between letters and sounds.
Roadmap to Read Around Revere…

Meetings included:
- 4 child stations for each meeting:
  - Book and snack
  - Onset & Rime
  - Syllables
  - Phonics

- 1 parent station:
  - Meet with a teacher to learn about take home bag for that week
Roadmap to Read Around Revere…

Take Home Bags:

- Each bag contained:
  - 1 book (high quality literature)
  - 1 Rhyming activity
  - 1 Phonemic Awareness activity
  - 1 Phonics activity
Examples of station activities

Onset/Rime

Teacher gives the student a beginning sound (onset). Students hop to each rime “chalk rock” adding the onset and rime together.

Phonemes

Multisensory Activities

Using mini marshmallows to tap the number of phonemes in a word, isolate a phoneme and delete a phoneme.

Syllables

Build a Smore

Using the words from parts of a smore like chocolate, students clapped out syllables and created a s’more to eat.

Story and Snack

We're Going On A Bear Hunt

😊

😃

☺

😄
Example of June and July Take Home Bag Rotation

**Red Group**
- Week 1: Spilt Milk
- Week 2: Brown Bear
- Week 3: Little Mouse

**White Group**
- Week 1: Corduroy
- Week 2: Teapot
- Week 3: Wild Things

**Blue Group**
- Week 1: Engine
- Week 2: Ducklings
- Week 3: Willie

For every 3rd visit, students chose a book to take home!
What We Noticed

While our goal was to support students in their phonological awareness, we saw additional growth in fall Acadience scores of the students who attended 6 or more times over the summer.

- 43% Grew in Letter Naming Fluency
- 31% Grew in Phoneme Segmentation Fluency
- 50% Grew in Correct Letter Sounds
- 25% Grew in Reading Composite Score
Please fill out the evaluation and the school compact. You can leave those with us.

Thank you so much for coming! We look forward to partnering with you this school year!!