REVERE™

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 <u>District Title One parent involvement policy</u> or School-Parent Compact

- Suggest any revisions to <u>parent compact document</u>

- Sign and return parent compact and parent feedback form

- Attend and participate in parent-teacher conference (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
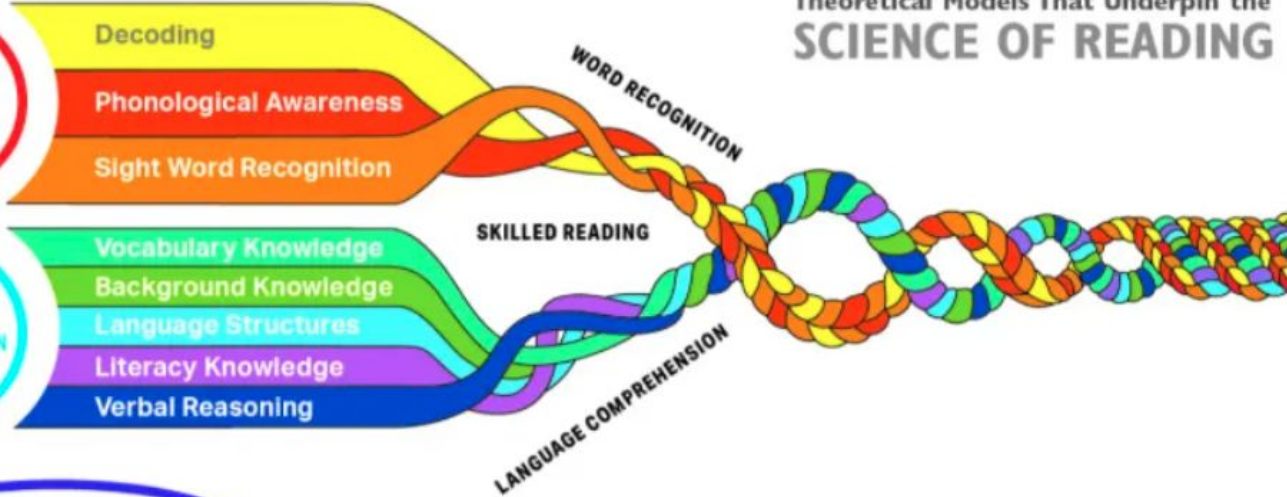
SIMPLE VIEW OF READING

DECODING

x

LANGUAGE COMPREHENSION

=

READING COMPREHENSION

SCARBOROUGH'S READING ROPE

Decoding
Phonological Awareness
Sight Word Recognition

Vocabulary Knowledge
Background Knowledge
Language Structures
Literacy Knowledge
Verbal Reasoning

WORD RECOGNITION

SKILLED READING

LANGUAGE COMPREHENSION

Theoretical Models That Underpin 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.
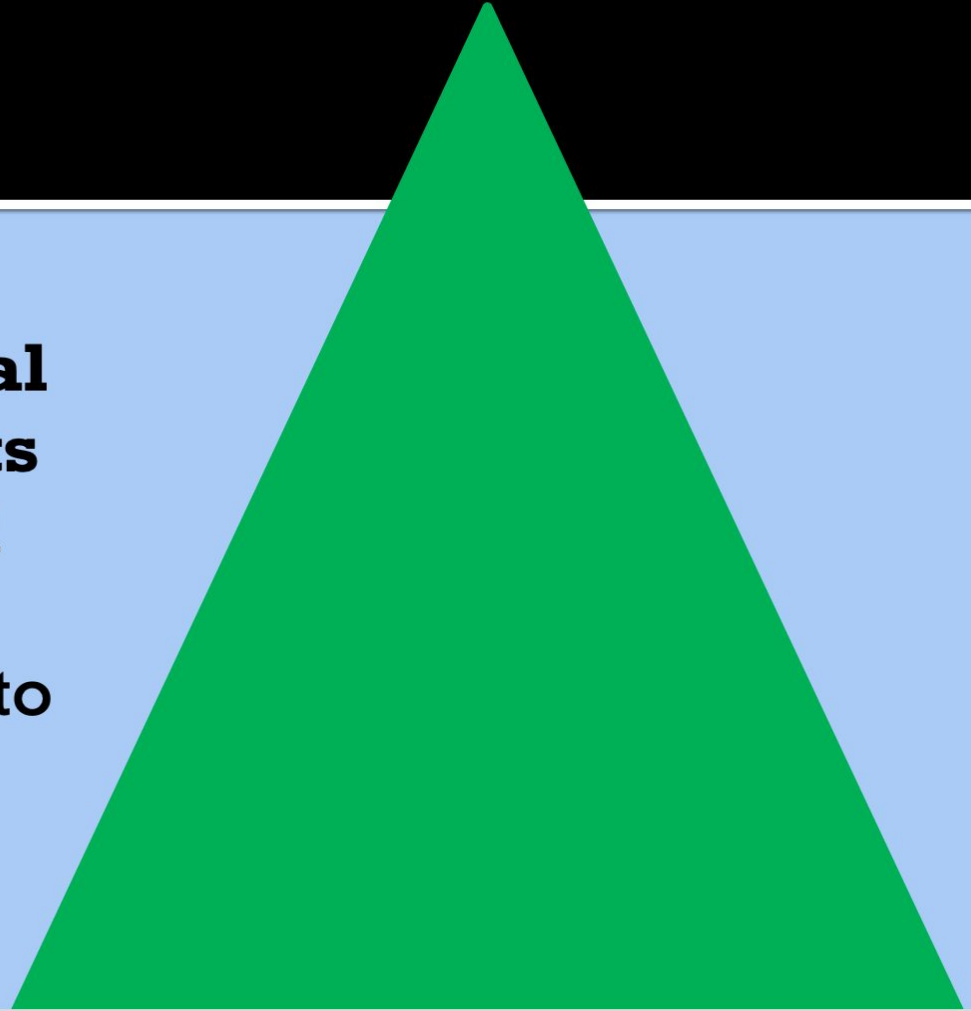
Tier 1 + Increased Time and Focus

Tier 3: Few

Tier 2: Some

Tier 1: ALL
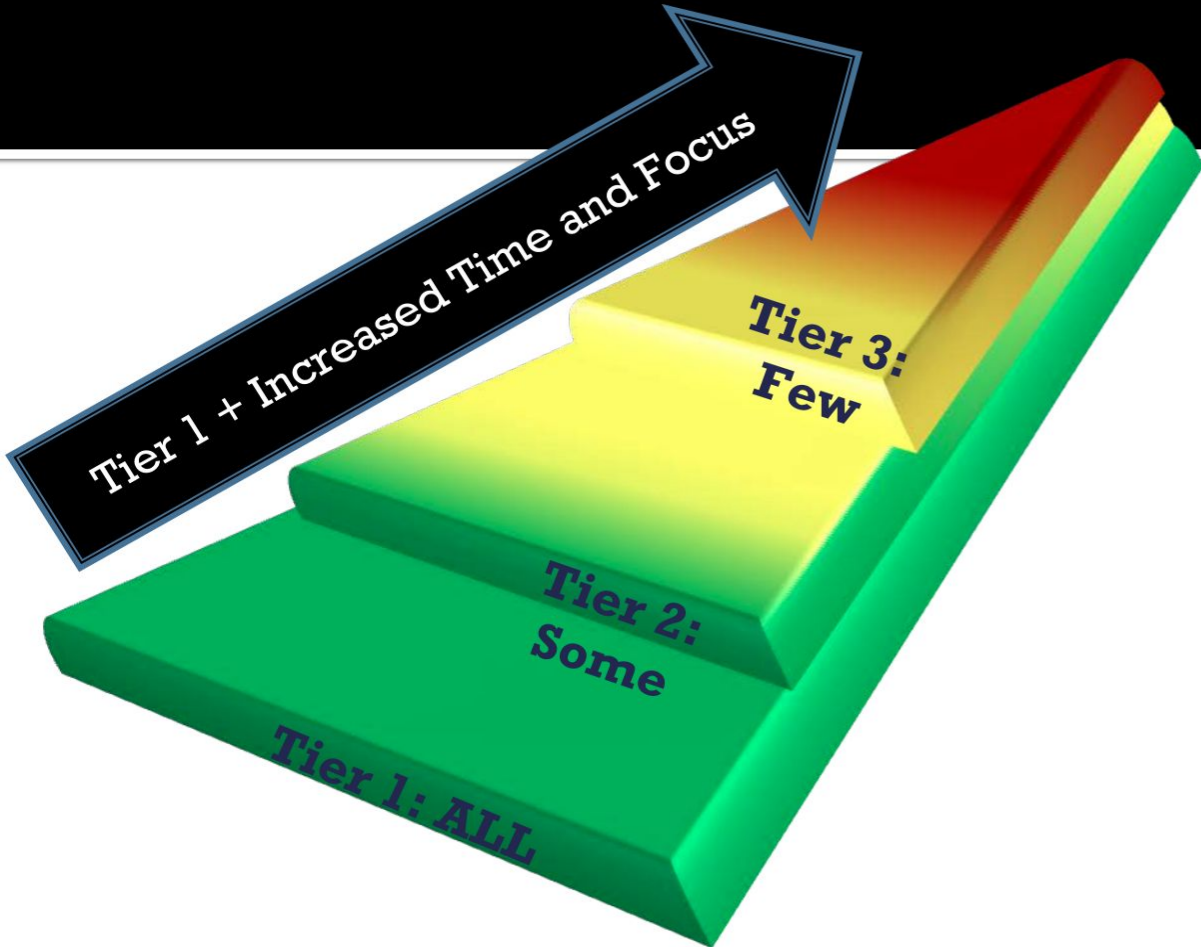
The three tiers of support are stacked resources so that they are layered and aligned with each other.

Tier 1

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

Each cell shows three values: **Above Benchmark** (top), **Benchmark Goal** (middle, bold), **Cut Point for Risk** (bottom).

Reading Composite Score

	K Beg	K Mid	K End	1 Beg	1 Mid	1 End	2 Beg	2 Mid	2 End	3 Beg	3 Mid	3 End	4 Beg	4 Mid	4 End	5 Beg	5 Mid	5 End	6 Beg	6 Mid	6 End
Above	38	156	152	129	177	208	202	256	287	289	349	405	341	383	446	386	411	466	435	461	478
Goal	**26**	**122**	**119**	**113**	**130**	**155**	**141**	**190**	**238**	**220**	**285**	**330**	**290**	**330**	**391**	**357**	**372**	**415**	**344**	**358**	**380**
Cut	13	85	89	97	100	111	109	145	180	180	235	280	245	290	330	258	310	340	280	285	324

First Sound Fluency (FSF)

	K Beg	K Mid
Above	16	43
Goal	**10**	**30**
Cut	5	20

Phoneme Segmentation Fluency (PSF)

	K Mid	K End	1 Beg
Above	44	56	47
Goal	**20**	**40**	**40**
Cut	10	25	25

Nonsense Word Fluency (NWF)

Correct Letter Sounds

	K Mid	K End	1 Beg	1 Mid	1 End	2 Beg
Above	28	40	34	59	81	72
Goal	**17**	**28**	**27**	**43**	**58**	**54**
Cut	8	15	18	33	47	35

Whole Words Read

	1 Beg	1 Mid	1 End	2 Beg
Above	4	17	25	21
Goal	**1**	**8**	**13**	**13**
Cut	0	3	6	6

Oral Reading Fluency (ORF)

Words Correct

	1 Mid	1 End	2 Beg	2 Mid	2 End	3 Beg	3 Mid	3 End	4 Beg	4 Mid	4 End	5 Beg	5 Mid	5 End	6 Beg	6 Mid	6 End
Above	34	67	68	91	104	90	105	118	104	121	133	121	133	143	139	141	151
Goal	**23**	**47**	**52**	**72**	**87**	**70**	**86**	**100**	**90**	**103**	**115**	**111**	**120**	**130**	**107**	**109**	**120**
Cut	16	32	37	55	65	55	68	80	70	79	95	96	101	105	90	92	95

Accuracy

	1 Mid	1 End	2 Beg	2 Mid	2 End	3 Beg	3 Mid	3 End	4 Beg	4 Mid	4 End	5 Beg	5 Mid	5 End	6 Beg	6 Mid	6 End
Above	86%	97%	96%	99%	99%	98%	99%	99%	98%	99%	100%	99%	99%	100%	99%	99%	100%
Goal	**78%**	**90%**	**90%**	**96%**	**97%**	**95%**	**96%**	**97%**	**96%**	**97%**	**98%**	**98%**	**98%**	**99%**	**97%**	**97%**	**98%**
Cut	68%	82%	81%	91%	93%	89%	92%	94%	93%	94%	95%	95%	96%	97%	94%	94%	96%

Retell

	1 End	2 Beg	2 Mid	2 End	3 Beg	3 Mid	3 End	4 Beg	4 Mid	4 End	5 Beg	5 Mid	5 End	6 Beg	6 Mid	6 End
Above	17	25	31	39	33	40	46	36	39	46	40	46	52	43	48	50
Goal	**15**	**16**	**21**	**27**	**20**	**26**	**30**	**27**	**30**	**33**	**33**	**36**	**36**	**27**	**29**	**32**
Cut	0	8	13	18	10	18	20	14	20	24	22	25	25	16	18	24

Retell Quality of Response

	2 Mid	2 End	3 Beg	3 Mid	3 End	4 Beg	4 Mid	4 End	5 Beg	5 Mid	5 End	6 Beg	6 Mid	6 End
Goal	**2**	**2**	**2**	**2**	**3**	**2**	**2**	**3**	**2**	**3**	**3**	**2**	**2**	**3**
Cut	1	1	1	1	2	1	1	2	1	2	2	1	1	2

Maze Adjusted Score

	3 Beg	3 Mid	3 End	4 Beg	4 Mid	4 End	5 Beg	5 Mid	5 End	6 Beg	6 Mid	6 End
Above	11	16	23	18	20	28	21	21	28	27	30	30
Goal	**8**	**11**	**19**	**15**	**17**	**24**	**18**	**20**	**24**	**18**	**19**	**21**
Cut	5	7	14	10	12	20	12	13	18	14	14	15

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 on more advanced skills.

BENCHMARK GOAL (large bold number in the middle of the box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80% to 90% overall) 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 *Well Below Benchmark* and the students are likely to need *Intensive 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*.

This page is adapted from a chart developed by Cache County School District.

Tier 2

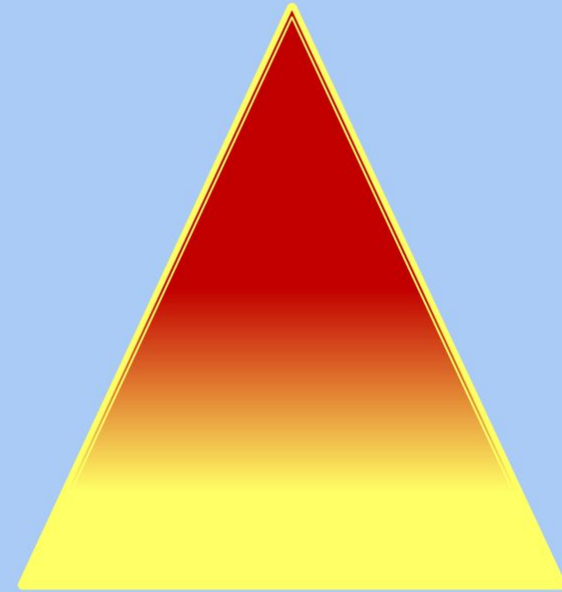**Tier 2: Targeted, Supplemental Interventions & Supports**
More targeted instruction/ intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.
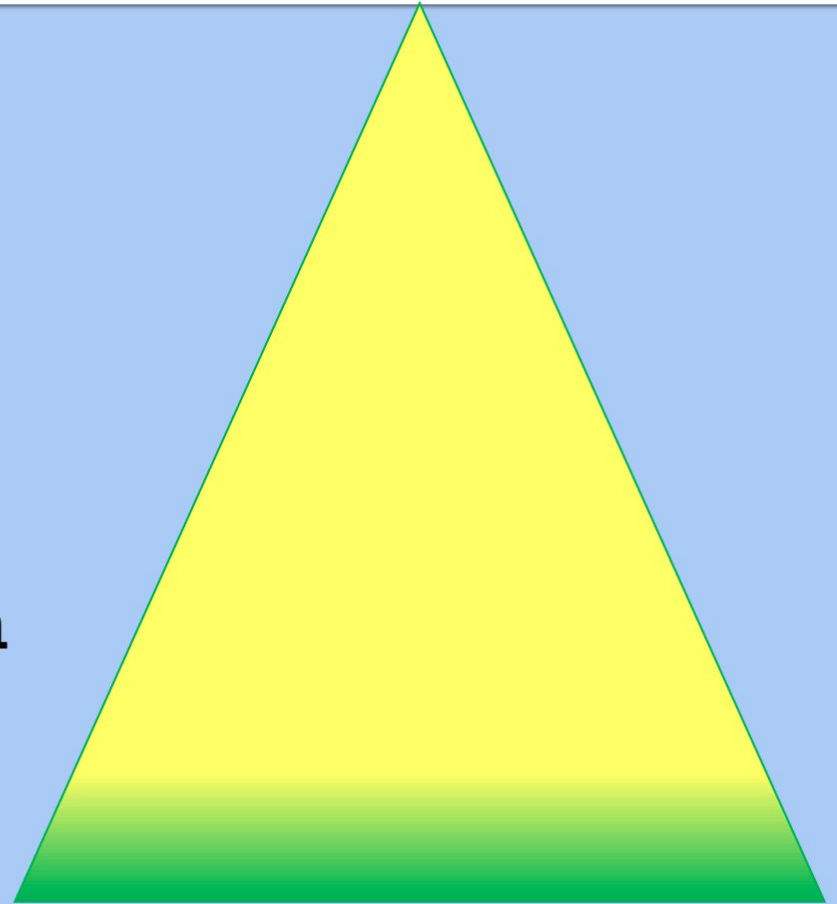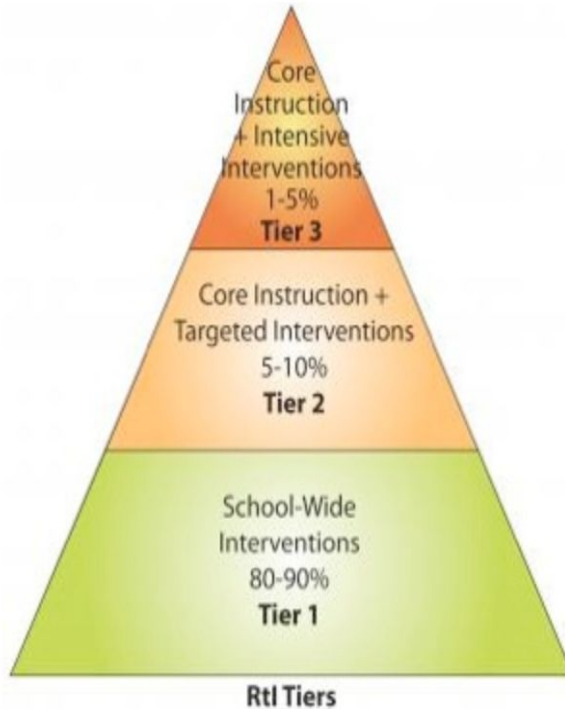
Tier 3

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

School-Wide
Interventions
80-90%
Tier 1

Core Instruction +
Targeted Interventions
5-10%
Tier 2

Core
Instruction
+ Intensive
Interventions
1-5%
Tier 3

RtI Tiers

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

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 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

Second Focus Area Two for Title Funds:
Family Literacy Instruction

The Science of Reading
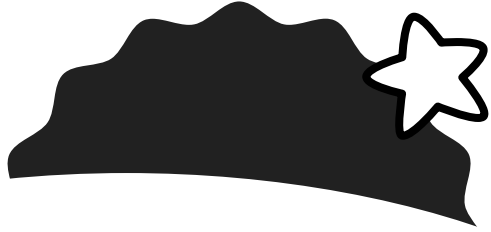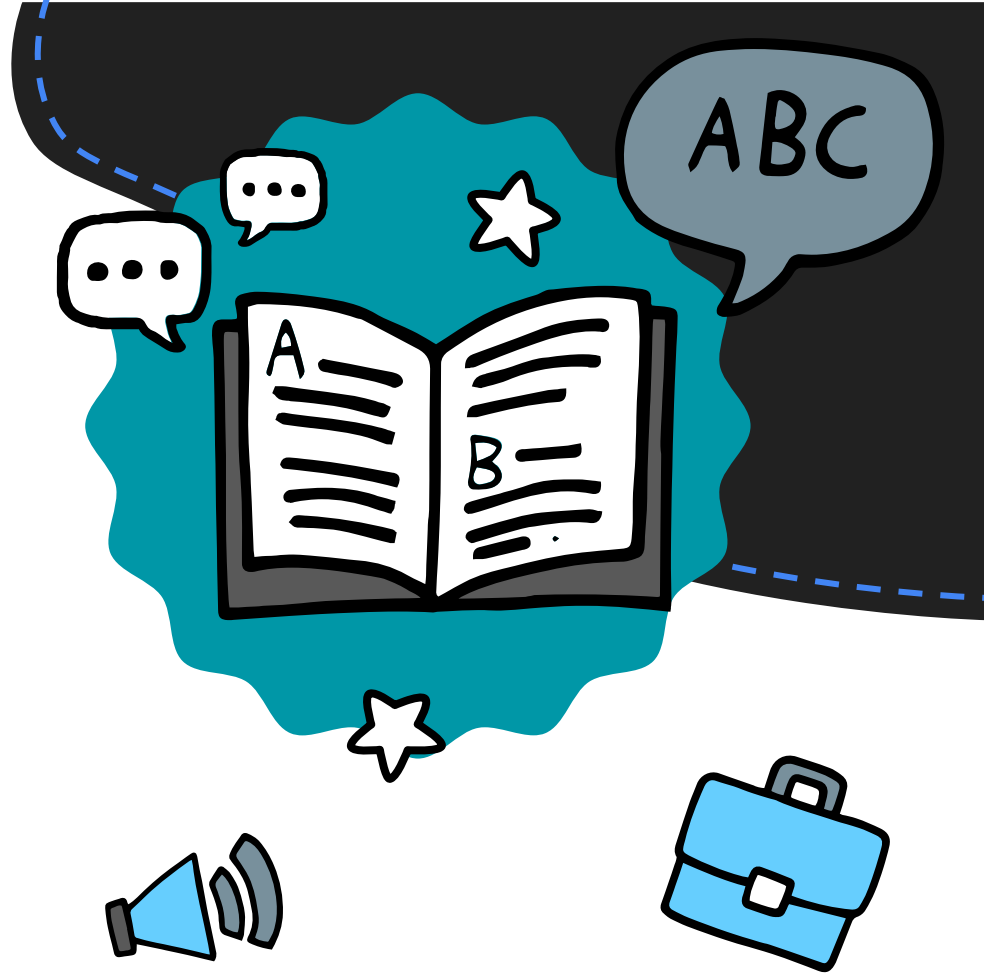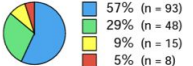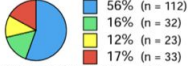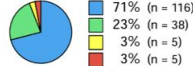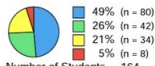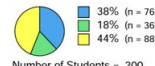
Our "WHY"

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

End of Kindergarten Acadience Scores 2020-2021	Beginning of First Grade Acadience Scores 2021-2022
Reading Composite	**Reading Composite**
57% (n = 93) 29% (n = 48) 9% (n = 15) 5% (n = 8) Number of Students = 164 Average = 161.8 Standard Deviation = 47.3 Score Range = 17 to 280	56% (n = 112) 16% (n = 32) 12% (n = 23) 17% (n = 33) Number of Students = 200 Average = 138.2 Standard Deviation = 45.1 Score Range = 10 to 257
Phoneme Segmentation Fluency	**Phoneme Segmentation Fluency**
71% (n = 116) 23% (n = 38) 3% (n = 5) 3% (n = 5) Number of Students = 164 Average = 60.7 Standard Deviation = 14.6 Score Range = 0 to 80	55% (n = 109) 19% (n = 37) 21% (n = 42) 6% (n = 12) Number of Students = 200 Average = 47.2 Standard Deviation = 13.7 Score Range = 0 to 79
Nonsense Word Fluency (Correct Letter Sounds)	**Nonsense Word Fluency (Correct Letter Sounds)**
49% (n = 80) 26% (n = 42) 21% (n = 34) 5% (n = 8) Number of Students = 164 Average = 45.4 Standard Deviation = 29.1 Score Range = 0 to 143	38% (n = 76) 18% (n = 36) 44% (n = 88) Number of Students = 200 Average = 6.6 Standard Deviation = 10.9 Score Range = 0 to 50

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
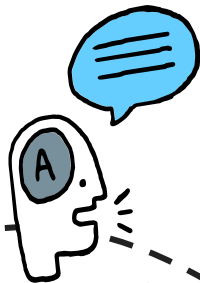- *Speech to Print* by Dr. Louisa Moats (teacher optional book club)

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.
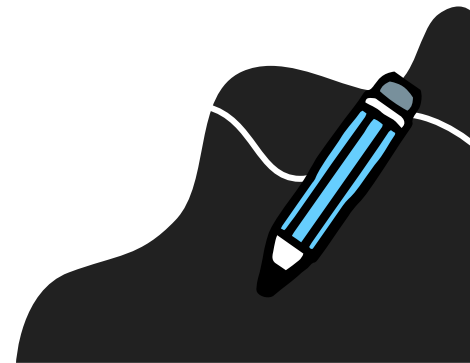
# Roadmap to Read Around Revere…

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
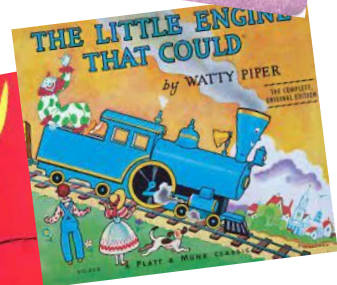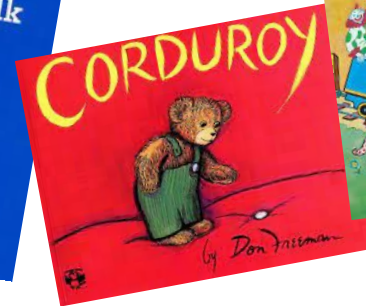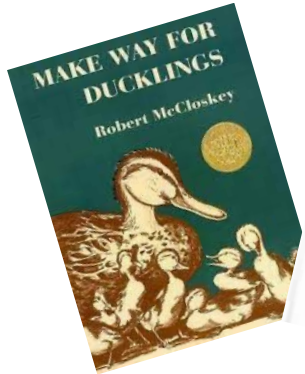
Examples of station activities

Onset/Rime

Phonemes

Syllables

Story and Snack

Rock Hopping

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

Multisensory Activities

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

Build a Smore

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

We're Going On A Bear Hunt

Example of June and July Take Home Bag Rotation

Red Group

June
Week 1: Spilt Milk

Week 2: Brown Bear

Week 3: Little Mouse

July
Week 1: Corduroy

Week 2: Teapot

Week 3: Wild Things

White Group

June
Week 1: Corduroy

Week 2: Teapot

Week 3: Wild Things

July
Week 1: Engine

Week 2: Ducklings

Week 3: Willie

Blue Group
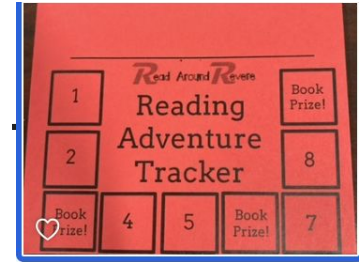
June
Week 1: Engine

Week 2: Ducklings

Week 3: Willie

July
Week 1: Spilt Milk

Week 2: Brown Bear

Week 3: Little Mouse

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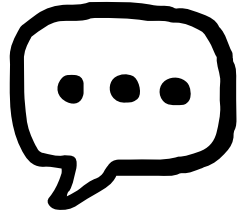
What We Noticed

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!!