

Title I Reading Board Report

October 2016

1. Multi-cultural Aspect:

Multi-cultural learning takes place in Title I Reading through the use of the units in the A to Z Reading program which integrates many cultures and holidays in the different stories at every level. Fountas & Pinnell, also, incorporates ethnic groups into the short stories used for benchmarking students and in the Leveled Literacy Intervention System used to help get students on track and back in the classroom.

2. What Do We Want Students To Learn:

Title I Reading:

Title I Reading students in grades K- 4 will be at or above grade level in fluency, comprehension, phonics/ word analysis, processing strategies, vocabulary, letter recognition, high-frequency word recognition, and phonological awareness in reading.

Title I Smart Goals:

The reality is that at the beginning of the 2015-2016 school year, 57% of our students knew less than 50% of the first grade sight words.

At the end of the 2015-2016 school year, 85% of first graders will be at least 85% proficient in reading the first grade sight words.

3. How Do We Know Students Are Learning:

Title I Reading:

Early Interventions in Reading and Corrective Reading were piloted in the spring of 2015 and adopted for the 2015-1016 school year.

Early Interventions in Reading is a Tier II Program. This early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations. It helps identify struggling readers and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands – phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension. This was used in grades K-2.

Core Corrective was used very effectively in grades 3-4. Corrective Reading focuses on decoding and comprehension, two skills crucial for readers who are one or more years behind. It addresses the wide range of deficits many older learners face and gives them the structure and practice they need to overcome those deficits.

Both groups were given fluency reads periodically as they began and finished their reading piece to chart their growth. Growth was also noted three times a year when the Map, Dibels, and STAR reading assessments were given.

First Grade Sight Words:

Small group reading lead by the title I reading teacher at students instructional level.

Students learn the sounds that letters make when working together and why words are spelled the way they are using phonology.

Students play games for more exposure to the words.

Students read e-books and play phonological games on the I-pad to enhance learning.

Phonogram cards have been embellished with pictures to aid in the learning of phonological sounds.

Assessments:

Title I Reading:

Map testing is given in August, January and May to show students' detailed and summary test data so you can set goals and adjust instruction. Measures of Academic Progress (MAP) creates a personalized assessment by adapting to each student's learning level—precisely measuring student progress and growth for each individual. Essential information about what each student knows and is ready to learn is used to map the path for student growth.

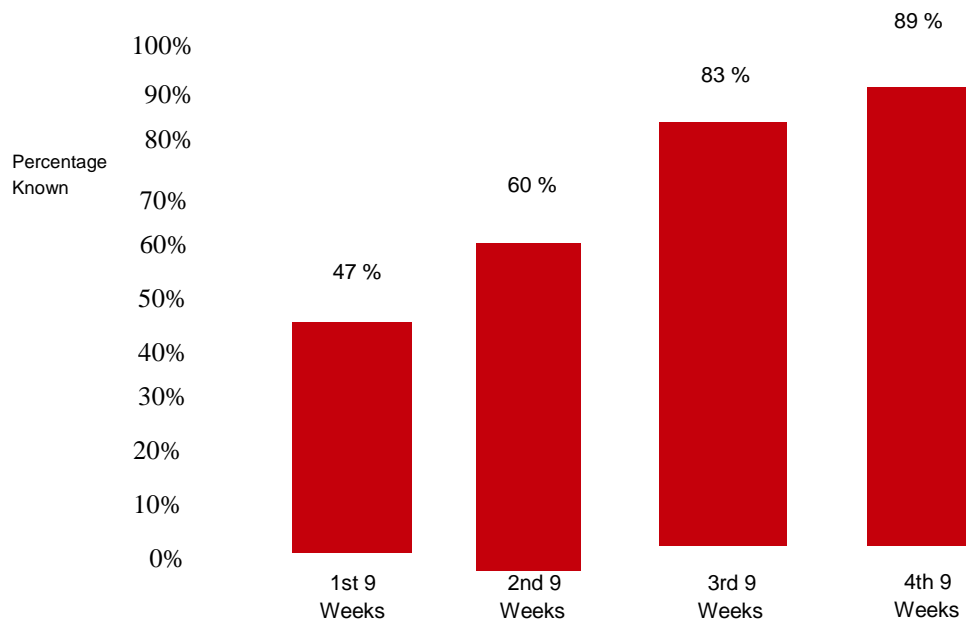
Dibels testing is also given at these same three times of year to test nonsense words, fluency, and retell with quality. They are short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS measure of phonemic awareness, and Phoneme Segmentation Fluency is an indicator of a student's progress toward the long-term phonemic awareness outcome of segmenting words.

STAR reading assessment is given to test the student's reading comprehension, fluency and vocabulary. The results of these three tests are then triangulated to find the lowest scores and those with three qualifying scores are able to attend daily half hour reading sessions with the Title I Reading teacher and those with two qualifying scores will either attend class or be referred to RTI depending on the available slots left in Title I Reading.

First Grade Sight Words:

Students will read the list of first grade sight words orally. As students read, the words they know are checked off on a checklist. Student data is recorded on an ongoing spreadsheet to track growth.

First Grade Sight Words 2015 - 2016



4. How Do We Respond When Students are not Learning?

I will continue to work with students who are below proficiency levels utilizing strategies suggested in Fountas & Pinnell's Continuum of Literacy Learning: A Guide to Teaching in areas where students are weak.

5. How Do We Extend Or Enrich The Learning For Students Who Exceed Proficiency?

Students who attain the goal of a year above grade level will be monitored in the classroom for a semester to observe if they maintain the desired proficiency without further assistance and then they will be dismissed from the program.

All students made great strides in their reading and skill levels during the 2015-2016 academic year. Thirty-nine students received Title I Reading Services during the 2015-16 academic year: 17 were in first grade, 11 in second grade, 8 in third grade, and 13 in fourth grade. At semester fourth grade started receiving RTI and 7 Kindergarten students began Title I Reading. Also seventeen students received RTI services: 8 in first grade, 6 in second grade, 1 in third grade and 2 in fourth grade.

During the 2016-2017 academic year thirty-nine students will again receive Title I services, however, the concentration of students will be in the lower grades with 14 in first grade, 15 in second grade, 6 in third grade and 4 in fourth grade. Twenty-one students will receive RTI: 6 in first grade, and 5 each in second, third and fourth.

6. Other Information

This year the Fountas & Pinnell Leveled Literacy Intervention Reading Series Level A-J is being piloted. This entails providing reading material for very beginning readers to level J which is beginning second grade. The books and activities are used along with what is already being done in the Title I Reading program.