

**Tredyffrin/Easttown School District  
BOARD EDUCATION COMMITTEE**

**October 11, 2018  
7:00 pm  
TEAO, Meeting Room 200**

**Agenda**

- I. Approval of September 20, 2018 Minutes
  
- II. Continuation of Discussion on School Calendar
  
- III. Reading Report
  
- IV. Other
  
- V. Public Comment

**Board Education Committee Goals**

1. Review the recommended administrative changes to the academic program that have impact on curriculum or budget and communicate recommendations to the full Board.
2. Review all enrollment and staffing numbers and projections for the year to determine the extent to which educational needs are addressed.
3. Review student assessment results.
4. Recommend informational education presentations to include in the monthly Board meetings as priority discussions.
5. Receive administrative recommendation for school calendar and make recommendation to the full Board.
6. Review current programming to determine alignment with federal and state mandates including Keystone Exams content and implementation.
7. Make recommendations to Board committees to communicate appropriate educational positions to legislators.
8. Review current programming at the middle school level.

Future Dates: November 8, 2018/January 10, 2019/February 14, 2019/March 14, 2019/April 11, 2019/May 9, 2019

DRAFT PENDING COMMITTEE APPROVAL  
BOARD EDUCATION COMMITTEE MEETING MINUTES  
September 20, 2018

Tredyffrin/Easttown Administrative Offices  
7:00 p.m.

**Attending all or part of the meeting:**

**Board Committee Members:** Roberta Hotinski (chair), Kyle Boyer, Katharine Murphy, Tina Whitlow

**Other Board Members:** Michele Burger, Scott Dorsey, Edward Sweeney

**TE School District Representatives:** Oscar Torres, Mark Cataldi, Richard Gusick, Michele Staves

**Community Members:** Amy Alvarez, Doug Anestad, Jamie Lynch, Jill Semmer, Kate Mayer, Tarik Selim, Azza Selim, Happy Mayer, Dahlia El-Sherif, Saif Khalil, Zakir Syed, Khaja Yaser, Md Shanid, Bilal Ahmad, Majdoub Haloui, Hala M. Altia, Mohammed Asif, Maria Amreen, Kaleemullah Nairza, Muma Nairza, Saifullah Kazi, Aman Khaji, Nizamuddin Kazi, Affan Kazi, Ghada Bistanji, Nazeer Ahmed, Xavier Arnault, Dalia Osman, Tamer Tayea, Yasmeen Tayea, Shaheen Hamid, Najeen Adeleke, Ranya Eldesoki, Shereen Elkochooty, Sabzar Mir, Kanveena Abhle, Mahaboob Subahan, Khader Allahbaksh, Ling Li, Zami Afoz, Zaina Sohail, Mohamed Sohail, Dina Elsherif, Faheem Hasam , Nabil El Kassabany

The meeting was called to order at 7:05 p.m.

**Public Comment:**

Kate Mayer commented on the **Testing Update**.  
Jamie Lynch commented on the **Testing Update**.  
Jill Semmer commented on the **Testing Update**.  
Doug Anestad commented on the **Testing Update**.  
Ghada Bistanji commented on the **Testing Update**.  
Dalia Osman commented on the **Testing Update**.  
Ranya Eldesoki commented on the **Testing Update**.

Ranya Eldesoki commented on the **School Calendar**.  
Dalia Osman commented on the **School Calendar**.  
Jill Semmer commented on the **School Calendar**.  
Doug Anestad commented on the **School Calendar**.  
Ghada Bistanji commented on the **School Calendar**.  
Dalia Osman commented on the **School Calendar**.  
Nabil El Kassabany commented on the **School Calendar**.  
Khaja Yaser commented on the **School Calendar**.  
Yasmeen Tayea commented on the **School Calendar**.  
Jamie Lynch commented on the **School Calendar**.  
Xavier Arnault commented on the **School Calendar**.  
Ling Li commented on the **School Calendar**.

Doug Anestad commented on Computer Science and Calculus Courses at Conestoga.  
Ling Li commented on Computer Science and Calculus Courses at Conestoga.  
Jill Semmer commented on Elective Credits at Conestoga.

### **Approval of Minutes:**

The May 7, 2018 minutes were approved.

### **Committee Discussion and Recommendations:**

The Committee reviewed the District's proposed **Comprehensive Plan**. Dr. Torres, Director of State and Federal Programs, shared information about the components of the proposed state-mandated plan, including information regarding: the process through which the plan was devised, state requirements for maintaining active teacher certification via Act 48, and the process required for Board approval. Dr. Torres addressed several questions from Committee and community members. The Committee recommended posting the plan for public view prior to the November School Board Meeting.

The Committee received a **Testing Update** from Mr. Mark Cataldi, Director of Assessment and Accountability, including 2018 PSSA, Keystone Exam and AP Test results. District students continue to perform exceptionally well on each of these standardized assessments. Since the Pennsylvania Department of Education (PDE) had not released state-level PSSA results as of September 20, 2018, District PSSA results were presented in the context of District participation rates. Mr. Cataldi addressed several questions from Committee and community members. The Committee requested an update on the testing data once the state results are made available

The Committee reviewed a draft of the 2019-20 **School Calendar**. Superintendent, Dr. Richard Gusick provided historical context on the annual process for development of the calendar. The Committee recommended further discussion of the 2019-20 School Calendar be held at the October 11 Education Committee meeting. The Committee also requested that when the 2020-2021 calendar is discussed next year, the following drafts be included: one draft with two Muslim holidays; one draft with only Federal holidays and spring break during the last week of March; one draft which follows the current holiday and break schedule. Additionally, other drafts reflecting additional cultural or religious holidays were discussed as possibilities for consideration during the 2020-2021 calendar presentation. Dr. Gusick addressed several questions from the Committee and community members.

The meeting was adjourned at 10:40 p.m.

Next meeting: **October 11, 2018**

# 2019—Calendar—2020

**NOTE: 1st full day for ALL students Gr. 1 - 12: August 26, 2019; 1st day for Kindergarten students: Tues., Sept. 3, 2019**  
**Tentative Last Day for students: June 10, 2020 (1/2 day) No Kindergarten students report**  
**Tentative Last Teacher Day: June 12, 2020**

AUGUST							SEPTEMBER							OCTOBER							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
5				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5	17					1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30					19	27	28	29	30	31		22	24	25	26	27	28	29	30
DECEMBER							JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	21		1	2	3	4	18						1	1	2	3	4	5	6	7	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
29	30	31				14	26	27	28	29	30	31	23	24	25	26	27	28	29	29	30	31				22	
APRIL							MAY							JUNE							MS/HS Marking Periods						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
			1	2	3	4	20					1	2	1	2	3	4	5	6	August 26- Nov. 1... 47 Days							
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	Nov. 4 - Jan. 24.....46 Days						
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	Jan. 27 - March 27....43 Days						
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	March 30 - June 10... 46 Days						
26	27	28	29	30		16	24	25	26	27	28	29	30	28	29	30			8								
							31																				

KEY	Rescheduled student days for use in the event of emergency closings.
<input type="checkbox"/> = No School	Day 1            June 11
<input type="triangle-up"/> = Kindergarten Screening & Parent Conferences, no Kdgn.	Day 2            June 12
<input type="checkbox"/> = 1/2 Day: Elem. Parent Conferences, Gr. 1-4, no Kdgn.	Day 3            Feb. 3
<input type="checkbox"/> = 1/2 Day: Elementary / MS Parent Conferences, Gr. 1-8, no Kdgn.	Day 4            June 15
<input type="checkbox"/> = Districtwide Parent Conference Day, no school for students	Day 5            June 16
<input type="checkbox"/> = New Teacher Inservice, no school for students	Day 6            June 17
<input type="checkbox"/> = Instr. Staff Inservice, no school for students	Day 7            Feb 17*
<input type="checkbox"/> = 1/2 Day for Gr. 1-12, no Kdgn. / 1/2 Day Staff Inservice	Day 8            June 18
<input type="checkbox"/> = Rescheduled days for emergency closings as per the list on this calendar. If needed, rescheduled days could extend until June 30.	Day 9            June 19
	Day 10           June 22
	*Subject to Contractual Guidelines
<b>Section 15-1502(a) Local Holidays—No School</b>	
Defined by the PA School Code as days that will not be used as make up for emergency closings. November 29, 2019, December 24, 2019, December 30, 2019, December 31, 2019 and April 10, 2020	

# ELEMENTARY READING SUPPORT PROGRAM

EDUCATION COMMITTEE, OCTOBER 11, 2018



## DISTRICT GOAL: READING SUPPORT REVIEW:

**To engage in a review of the Reading Support program in grades K-4 to ensure student needs and learning profiles are being addressed appropriately and that reading goals, objectives and student progress are being effectively measured and communicated with parents.**

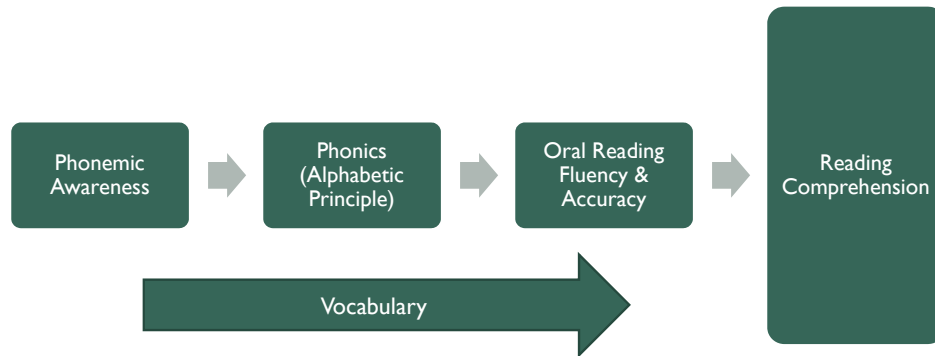


*“What is working here, when and for whom, and what enhancements can we make?”*

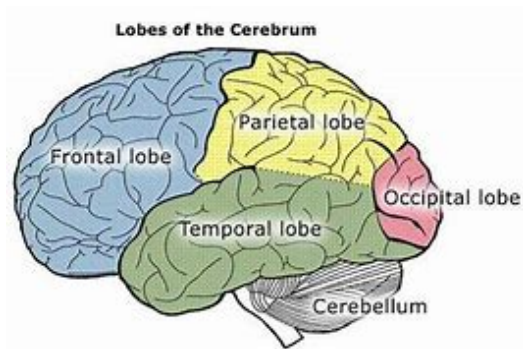


*Focus Areas: Identification, Intervention, Communication, Data Collection, Effectiveness*

## LEARNING TO READ: 5 ESSENTIAL SKILL SETS THAT SUPPORT READING TO LEARN



## READING IS A COMPLEX PROCESS WHAT DOES THE BRAIN DO WHEN WE READ?



### The Science of Reading

- Various parts of the brain work together
- **The temporal lobe** is responsible for phonological awareness and decoding/discriminating sounds.
- **The frontal lobe** handles speech production, reading fluency, grammatical usage, and comprehension
- **The angular and supramarginal gyrus** serve the purpose of linking the different parts of the brain together to execute the action of reading.

## WHAT THE RESEARCH TELLS US ABOUT BEST PRACTICES FOR LITERACY INTERVENTIONS

1. Screen all students for potential reading problems in the beginning of the year and again in the middle of the year.	2. Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.	3. Provide intensive, systematic instruction on up to three foundational skills (phonemic awareness, phonics, fluency) in small groups to students who score below the benchmark on the universal screening	4. Monitor the progress of Tier 2 students at least once a month.	5. Provide intensive instruction on a daily basis (Tier 3) that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction.
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(Source: National Center for Educational Evaluation and Regional Assistance, 2009 through Federally Commissioned What Works Clearinghouse)

## TIERS OF INTERVENTION

Tier 3: Students who are slow or non-responders to Tier 1 and 2 are referred to the SIT team for more intensive interventions

Tier 2: Individualized Interventions: Subset of students receive interventions targeting specific needs

Tier 1: Universal Interventions: Available to all students in a classroom; can consist of whole-group and/or individual strategies or supports including on grade-level instruction as well as flexibly leveled reading groups

## BREAKDOWN BY TIERS FOR TWO GRADES, SPRING 2018

	TIER 2	TIER 3	TOTAL
2nd grade	63	8	71
3rd grade	62	8	70

Students move fluidly through Tiers and exit Reading Support throughout the year.

	2017	2018
Kindergarten	94	98
Grade 1	87	103
Grade 2	74	71
Grade 3	72	70
Grade 4	69	54

NUMBER OF  
STUDENTS IN  
READING SUPPORT,  
SPRING  
(2016-17 & 2017-8)



## HOW DO OUR STUDENTS MOVE THROUGH ELEMENTARY READING SUPPORT



Grade 4: 54 students in reading support at the end of the 2018 school year  
47 were at a 5<sup>th</sup> grade level to enter Middle School in an on-grade level Reading Class



Grade 5: 21 students entered Reading Support (Both TEMS and VFMS)



Grade 5: 21 total students: 19% have 3 or fewer years in TE

## HOW ARE STUDENT INTERVENTIONS REVIEWED?

- Student Intervention Team (SIT): Building-based team typically comprised of the principal, guidance counselor, reading and math specialists, special education teacher, mental health specialist, school psychologist, and teachers of students on the agenda
  - Held weekly at each building; component of the state-required Child Find Process
  - Students may be added to the agenda based on teacher recommendation for review of interventions, progress, and/or evaluation status
- Literacy Intervention Team (LIT): Building-based team typically comprised of the grade-level team and the Reading Specialist
  - Held 1x/6-day cycle at each building
  - Discussion of students' reading assessments and progress as well as instructional strategies to help students be successful reader and writers



## Treduffrin/Easttown School District

Administration Offices, West Valley Business Center  
940 West Valley Road, Suite 1700, Wayne, PA 19087

Reading Support Office

October 3, 2018

To the parents/guardians of \_\_\_\_\_,

Your child has qualified for the Treduffrin/Easttown School District's Reading Support Program based on his or her performance on the first-grade benchmark assessments (phoneme segmentation fluency, correct letter sounds and whole word reading). These assessments were administered to evaluate your child's skill set, particularly in the areas of phonemic awareness and phonics. If a child shows a weakness in either of these areas, he or she will qualify for our reading support program. Other factors such as the first-grade literacy screening, formative assessments, parent input, and classroom work products may be considered.

Below is a summary of the skills tested as well as your child's results on the benchmark assessments.

- **DIBELS Phoneme Segmentation Fluency** A phoneme is a common letter sound. This measure assesses a student's ability to segment three and four phoneme words into their individual phonemes fluently.
- **DIBELS Correct Letter Sounds (CLS)** and **Whole Words Read (WWR)** are two assessments of the alphabetic principle including letter-sound correspondence in which letters represent their most common sounds and of the ability to blend these letters into words. These assessments may also be referred to as tests of Nonsense Word Fluency (NWF).

Assessment Name	Score considered for Reading Support	Your Child's Score
DIBELS Phoneme Segmentation Fluency	39 and below	
DIBELS Correct Letter Sounds	26 and below	
DIBELS Whole Words Read	1 and below	

## PHONE CALL AND INVITATION TO READING SUPPORT WITH BENCHMARK ASSESSMENT INFORMATION

### The assessments or protocol used to determine student need for assistance in the area of reading

Grade Level	Reading Screening Tool 1	Reading Screening Tool 2	Reading Screening Tool 3	Reading Screening Tool 4
1	<b>DIBELS: NWF - CLS, NWF - WWR, ORF, Phoneme Seg, LBD</b> theme tests	Early Literacy Assessment, Phonological Awareness Assessment, TAAS, Dolch Word List	Critical Reading Inventory, Qualitative Reading Inventory	Leveled Reading Passages
2	<b>Maze, DIBELS: ORF, LBD</b> Theme tests	ERB - Reading Comp and Word Analysis	Critical Reading Inventory, Qualitative Reading Inventory	Words Their Way Spelling Inventory, Nonsense Word Assessment, WADE
3	<b>DIBELS: ORF, 4-sight,</b> Previous years ERB, LBD theme tests	ERB - Reading Comp and Word Analysis	Critical Reading Inventory, Qualitative Reading Inventory	Words Their Way Spelling Inventory, Nonsense Word Assessment, WADE
4	<b>DIBELS: ORF, 4-sight,</b> Previous years ERB, PSSA, LBD theme tests	ERB - Reading Comp and Word Analysis	Critical Reading Inventory, Qualitative Reading Inventory	Words Their Way Spelling Inventory, Nonsense Word Assessment, WADE

## Instructional materials and/or tools used to deliver reading interventions.

Grade Level	Instructional Tool	Instructional Tool	Instructional Tool	Instructional Tool
1	F&P Leveled Literacy Intervention	Reading A-Z	Comprehension Tool Kit	Wilson Reading and Foundations, Read Naturally
2	F&P Leveled Literacy Intervention	Daybooks for Critical Readers	Reading A-Z	Wilson Reading and Foundations, Read Naturally
3	F&P Leveled Literacy Intervention, Reading A-Z	Common Core Progress	Coach Books	Wilson Reading and Foundations, Read Naturally
4	Storyworks, Reading A-Z	Common Core Progress	Coach Books	Wilson Reading and Foundations, Read Naturally

## Strategies beneficial to students requiring intervention in Grades 1 & 2

	Phonological Awareness	Fluency	Comprehension	Writing
<b>1 &amp; 2</b>	<p>Multisensory instruction with onset &amp; Rime, segmenting, blending, rhyming, Alphabetic Principle</p> <p>Phonics: Multisensory Systematic Sequential Phonics Approach, word families and word analogy</p>	<ul style="list-style-type: none"> <li>• Repeated readings</li> <li>• Choral reading</li> <li>• Echo reading</li> <li>• Readers theater</li> <li>• Sight word practice</li> <li>• Paired reading</li> </ul>	<p>Metacognitive thinking strategies such as; predicting, visualizing, questioning, summarizing, inferencing, connecting background knowledge, synthesizing, determining importance, making connections</p>	<ul style="list-style-type: none"> <li>• Encoding of sounds</li> <li>• Language experience activities</li> <li>• Shared writing</li> <li>• Modeled writing</li> <li>• Responding to text with organizers</li> </ul>

## Strategies beneficial to students requiring intervention in Grades 3 & 4

	Phonics	Fluency	Comprehension	Writing
<b>3 &amp; 4</b>	Multisensory Systematic Sequential Phonics Approach, word families and word analogy	<ul style="list-style-type: none"> <li>Repeated readings</li> <li>choral reading</li> <li>Echo reading</li> <li>Readers theater</li> <li>Sight word practice</li> <li>Paired reading</li> </ul>	<ul style="list-style-type: none"> <li>Metacognitive thinking strategies such as; predicting visualize, questioning, summarizing, inferencing, connecting background knowledge, synthesizing, determining importance, making connections</li> <li>Close reading, text dependent leveled questions, annotations</li> </ul>	<ul style="list-style-type: none"> <li>Encoding of sounds</li> <li>Language experience activities</li> <li>Shared writing</li> <li>Modeled writing</li> <li>Responding to text with organizers</li> <li>TDA practice</li> </ul>

## LOOKING AT PROGRESS OVER TIME

Reading Level Sept.	
Fall PSF	R
Fall NWF - CLS	32
Fall NWF - WWR	8
Winter ORF #Correct	0
Winter ORF # Attempted	8
Winter NWF # CLS	14
Winter NWF #WWR	35
Reading Level Beginning Feb.	4
Spring ORF #Correct	PP2
Spring ORF # Attempted	18
Spring NWF #CLS	32
Spring NWF #WWR	28
Reading Level - End of May	6
Theme Test #2 (%)	P/1
Theme Test # 8 (%)	87
Theme Test #12 (%)	87
Recommended RDG Level for Next Year	40
	LS

Green: Not at risk for NOT making at least one year's growth

Yellow: At some-risk for NOT making at least one year's growth

Orange: At-risk for NOT making at least one year's growth

Source: DIBELS Composite Scores

## LOOKING AT THE DATA...WHAT CAN WE LEARN FROM IT?

### Reading Support Data Analysis:

Reviewed Oral Reading Fluency Rates (ORF) and Reading Levels

- students in Reading Support across elementary schools Grade 2 (2016-17) and Grade 3 (2017-18)
- trend of growth
- meeting established goals of Reading Support Program when arriving at or below benchmark

## READING LEVELS



- The expectation for Reading Support students is to make one year's growth in one year's time.
- All TE Elementary School Reading Support Programs average one year of growth for students in one year.
- Informal Reading Inventory: Includes leveled word lists & leveled passages, assesses comprehension through text-based, inference and critical response questions to provide an instructional reading level as well as a frustration level.

READING SUPPORT STUDENTS GRADE 2 (2016-17) ACROSS DISTRICT  
READING LEVEL PROGRESS VIA INFORMAL READING INVENTORY (IRI)

<b>Growth</b>	<b>Number of Students N=71</b>	
.5 year	4	5.6%
1 year	51	71.8%
1.5 years	14	19.71%
2.0 years	2	2.8%

READING SUPPORT STUDENTS GRADE 3 (2017-18) ACROSS DISTRICT  
READING LEVEL PROGRESS VIA INFORMAL READING INVENTORY (IRI)

<b>Growth</b>	<b>Number of Students N=68</b>	
.5 year	3	4.40%
1 year	57	83.80%
1.5 years	7	10.20%
2.0 years	1	1.40%

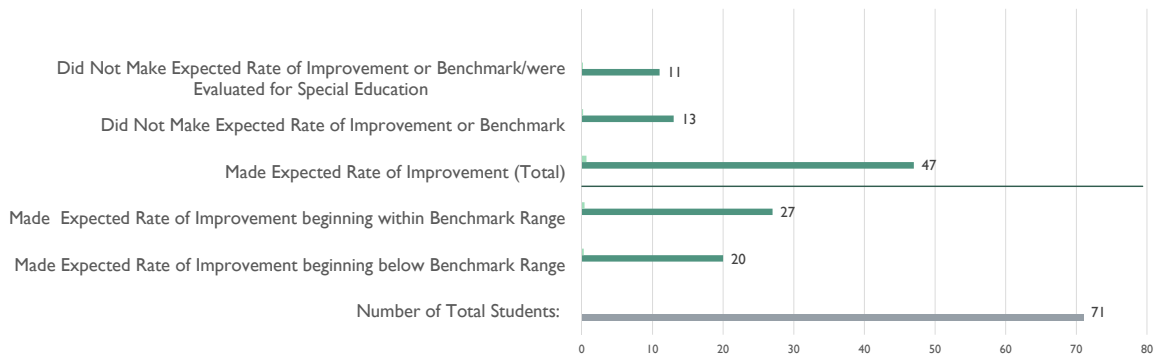
## WHY ORAL READING FLUENCY?



- When used as a predictor of higher stakes reading comprehension tasks, an assessment of oral reading fluency performs as well as or better than many other comprehensive tests of reading (Baker et al., 2008).
- Because reading fluency tasks are designed to be brief, reliable, and repeatable, they serve well as tools for universal screening for early intervention across Grades 1 – 6 (Reschly et al., 2009)

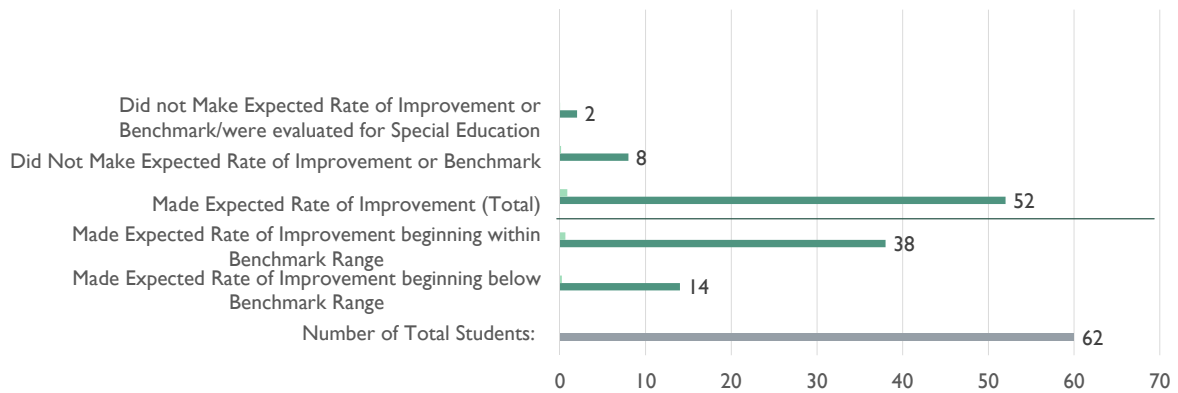
## ACROSS DISTRICT ORAL READING FLUENCY, GRADE 2 (2016-17) IMPROVEMENT OF 1.5-2.0 WORDS/WEEK (FUCHS, FUCHS, HAMLETT, WALZ, & GERMAN 1993)

Number of 2nd grade students in Reading Support (Present for all 3 Assessments) Who...



ACROSS DISTRICT ORAL READING FLUENCY, GRADE 3 (2017-18)  
IMPROVEMENT OF 1.0-1/5 WORDS/WEEK (FUCHS, FUCHS, HAMLETT, WALZ, & GERMAN 1993)

Number of 3<sup>rd</sup> Grade Students in Reading Support (Present for All 3 Assessments) Who...



## HOW DO OUR TEACHERS GROW?

- Reading Specialists: Master's Degree and Certified; trained in the science of reading; dedicated to ongoing professional growth
- Representatives attended and shared information from the following professional sessions:
  - **Dyslexia Conference (St. Joseph's University)**
  - **LETRS Training (Language Essentials for Teachers of Reading and Spelling) (CCIU)**
  - **TELLS Assessment Information Session (West Chester University)**
  - **Conference on Literacy and Learning Disabilities (St. Joseph's University)**
  - **AIM Academy Collaboration and Training(see next slide)**
- Faculty Meetings for all teachers on Dyslexia with a neuropsychologist who specializes in Dyslexic profiles
- Paraprofessional trainings two times a year in best-practices in the science of reading and reading interventions
- Weekly LIT (Literacy Intervention Team) Meetings with all core teachers



## PATHWAYS TO STRUCTURED LITERACY



### AIM Academy—Pathways to Structured Literacy: The Orton-Gillingham Approach

- Foundational Skills: 5 day course designed to train general and special educators in patterns that govern written language, methods for introducing them systematically and explicitly
- Training in engaging students simultaneously in auditory, visual, and tactile-kinesthetic learning pathways on a consistent basis
- Training will also be provided in diagnostic/prescriptive literacy instruction that makes use of assessment data
- Teaching Level Practicum: training over two years to result in training for regular education teachers

## ADDITIONAL SUPPORT FOR STUDENTS: SUMMER READING CAMP

- All Reading Support students and ESL are invited to attend a summer program provided by the District
- Pre-K and Pre-K ESL students who show a need through Parent Questionnaire (at registration) are screened by RS
- Growth in Pre-K groups from 3 to 4 sections this year, including 2 ESL Pre-K sections
- Goal to support and maintain literacy skills for 4 weeks in the summer
- 4 days/week for 3 hours a day in July
- Transportation provided by the District

Pre-score	Post-Score	Delta	Days Attended
69	80	11	12
110	121	11	13
100	110	10	15
98	118	20	14
105	112	7	15
104	119	15	15
94	113	19	15
89	108	19	12
99	115	16	15
29	61	32	15
110	117	7	15
88	103	15	15
118	121	3	15
115	118	3	15
110	120	10	12
102	115	13	15
106	116	10	15
101	111	10	7

SUMMER READING CAMP DATA:  
 ONE CLASS OF  
 KINDERGARTEN  
 SCORES  
 KINDERGARTEN ASSESSMENT:  
 MAX SCORE 121

(STUDENTS HAD COMPLETED KINDERGARTEN)

## WHAT HAPPENS AT SUMMER READING CAMP?

Small group reading instruction occurs daily at student's instructional level with certified teachers

Daily writing workshop K through 4  
 Handwriting practice for K and 1<sup>st</sup> grade students

Benchmark assessments given at each level and shared with classroom teachers and reading specialists (K-letter/sounds, 1& 2—DIBELS ORF, 3&4 4Sight)

Literacy-focused special area rotation: technology (writing activities), library (theme-based reading and writing projects), art (theme-based projects), music (phonics-based lessons) and physical education (fine and gross motor skills necessary for literacy)

## SUPPORTS FOR PARENTS



### Fall Reading Support Parent Presentations

Evening and daytime presentations on Reading Support ;  
Opportunity to meet the Reading Specialist and Reading Paraprofessionals  
Materials provided to support literacy at home



### Spring Reading Support Parent Presentation

Presentation by Curriculum Supervisor on relevant topic in Reading Instruction  
Materials provided to support literacy at home



### AIM Academy Parent Meetings

Evening and daytime presentations to be held later this fall  
AIM presenters to share Orton-Gillingham philosophy/framework

## NEXT STEPS

1

Investigate new screening tools

2

Investigate data collection methods/databases

3

Communicate with parents about their information needs

4

Begin implementation of Orton-Gillingham strategies with students as appropriate

5

Ten year cycle of curricular review process for LBD; beginning investigation of other programs that may provide enhancements to our current program

6

Report on progress in these areas in March