

Keeneyville Elementary School District 20

DISTRICT 20 TITLE I
AND READING IMPROVEMENT PROGRAMS

Prior to 1993, all Title I funds (Chapter I) were used to pay for the summer school program. The requirements were

- Students needing additional help in reading or math
- Stanine 3 or below on the ITBS

and students could not receive services from ESL or Special Education. It was considered double dipping

In the spring of 1993, due to our district's financial difficulties, the Title I funds were designated to pay for reading specialists at the elementary schools. The three additional reading specialists either were reassigned to the classroom or left the district.

From 1993 on, the services and finances were equally shared by the two elementary schools. Reading was the designated subject area because of the needs assessment and scores from the ITBS.

In 1994, the federal guidelines changed and the schools then needed to be put in rank order by low-income statistics. At that time, Greenbrook became the designated Chapter I school. Waterbury then used Reading Improvement funds in order to continue the same program. Qualifications were stanine 3 and below on the ITBS were eligible for services. ESL and Special Education students were still exempt.

In 1998 the federal government guidelines were relaxed and Title I was to reinforce the School Improvement Plan. The program could service ESL students as long as they were not removed from the classroom for long periods of time. In both grants, the programs are to be a supplement and not a supplant. All services are to be an additional time for reading instruction and practice. For the most part, students are seen on a pullout basis during non-academic instructional times.

In 1998 the identification process was changed to include the kindergarten and the first grade students.

- Kindergarten students qualify to be part of the program by scoring 50 points or less on the Kindergarten Screening. The students may exit the program mid-term if they score 75 points or higher on the same screening or score 100 points or higher at the end of the year screening.
- First grade students qualify for the program by scoring less than 100 points on the Kindergarten screening. They may exit the program when they score Instructional level in comprehension on a QRI. The level (pre-primer, primer, 1st grade) is determined by how far we have gone into the school year.

- ITBS score of stanine 3 or below in the advanced skill of comprehension in grades 2-5

Beginning in 2001-2002, additional identification was added

- Teacher recommendation - if openings are available in the schedules
- Students who scored below standards or academic warning on the 3rd grade ISAT are also serviced whenever possible

The instruction provided by the reading teams is an individual approach with services of 30 minutes daily. The team evaluates each student with an IRI to determine his or her level of instruction. Our model is based on the National Lewis model of reading instruction, which is a modified Reading Recovery model. Dr. Darryl Morris developed it. The model consists of instruction in decoding (phonics), repeated readings (basal or literature reading), short writings (language experience and vocabulary strengthening). Each student has a folder with information concerning his or her instruction. Small groups arise if their level and reading problem is similar. The four basic approaches in reading---- phonics, basal, literature, language experience/writing are used depending upon the learning strengths of the students. The four-block system is based on the four approaches. Students exit the program based on results on the ITBS (stanine 4 or above) in comprehension or the results of the IRI provided the performance is at the appropriate grade level.

District 20 programs place a heavy focus on kindergarten and first grades (front loading). Early intervention has proven to prevent problems in the future. Students that are not close to grade level by 2nd grade will have future reading difficulties. The program differs somewhat from other intervention programs because we keep children longer than 9-12 weeks. Students determined to be slow learners and those exited from ESL are also included in the reading improvement programs if necessary. Students needing testing but have been refused for various reasons also receive our services

Both the federal and state grants require that program materials be different from the classroom materials. This reinforces the fact that the reading improvement program is a supplemental program. It cannot supplant regular classroom instruction.

To strengthen skills that will transfer to the classroom lessons, materials of a wide variety and grade level range must be used.

WORD ANALYSIS-PHONICS

- Phonemic awareness materials
- Word sorts
- Making words (Cunningham)
- Structural analysis - prefix, suffix
- Games- patterns

- Decoding- chunking
- Explode the code materials

VOCABULARY- LANGUAGE EXPERIENCE

- Pre and post teach classroom vocabulary
- Sight words and patterns
- Word boxes or envelopes
- Vocabulary enrichment books
- Trade books
- Emphasizing writing and comprehension

COMPREHENSION- LITERATURE AND BASAL

- Trade books
- Library books (AR)
- Old Basal books-Repeated reading (fluency)
- Controlled vocabulary books
- Kits and Comprehension in varied subject areas books

Another component of our programs allows our team to reinforce and be a resource to the classroom teachers. For example:

- Support for writing and reading projects
- Reteaching or preteaching specific skills
- Research on computers
- Practice fluency
- Testing new and old students
- Proctor testing
- Supply materials and help to teachers

Submitted by

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May 2002