

SMALLER AND MORE RURAL DISTRICT OUTCOMES

Strategies for
the Science of
Reading in
Small Schools

OVERVIEW

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ABOUT ME

- Originally from Metlakatla, graduate of UAS and UAA, now live in Ketchikan
- Director of Student Services in Hydaburg
- Principal at Craig Elementary and Middle School from 2001-2008
- Director of STRIVE Dyslexia Program from 2008-2009
- PRIDE Dyslexia Reading Program (tutoring business, private sector) from 2010-2016
- Parent of 3 dyslexic children, now adults

A MULTI-TIERED SYSTEM OF SUPPORT (RTI) MODEL

Focusing
on All
Readers

ELEMENTS OF EFFECTIVE READING INSTRUCTION

- Phonemic awareness and the teaching of phonics
- Decoding and word studies, including the learning of a sight vocabulary
- Language development, to include vocabulary development
- The explicit teaching of comprehension strategies
- Meaningful writing experiences
- The development of fluent reading by reading and rereading familiar texts
- A wide-range of reading materials
- Opportunities for both guided and independent reading

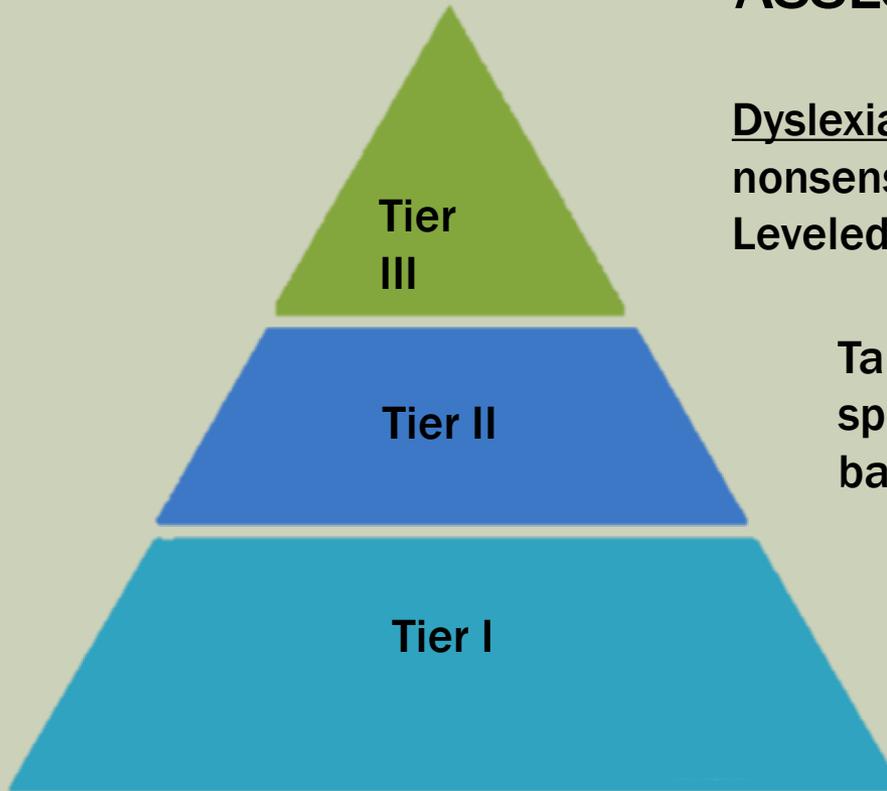
SCHOOL WIDE READING STRATEGIES

- Approved curriculum that addresses all areas of reading: phonemic awareness, phonics, fluency, comprehension and vocabulary.
- An aligned reading hour in K – 8th grade. All reading was during a 60 minute period in the morning so students could move “one up or one down” so that teachers were not charged with teaching a wide variety of levels in their rooms.
- Consistent professional development on the approved reading curriculum and on strategies in teaching reading. This included understanding and awareness of dyslexia.
- Title 1 program with a reading specialist and research-based best practice reading interventions – Tier II intervention.
- Dyslexia program that provided assessment, tutoring, and advocacy for students. Tier II & III intervention.

SCHOOL WIDE READING SUPPORTS

- Strengths-based approach where all students have ability to shine.
- Technology (1:1 computing for most grade levels, 24/7 for 6th through 12th)
- A 20-minute leveled guided reading time at the middle school using engaging curriculum resources.
- Monthly activities focused on reading in school and in the community – Lit Expo, Read In's, Dr. Suess Day.
- Recess and other breaks were considered essential to quality learning as was PE. These were not taken away to provide more reading instruction or to “discipline” for slow reading.
- Professional development time for teachers built into weekly schedule. Time was used for professional learning, data examination, and collaborative planning.

ASSESSMENT



Dyslexia Screening: CTOPP, GORT-4, nonsense word test, Slingerland Leveled Assessments, sight word test

Targeted assessment based on specific deficit skills, classroom based.

- K-6 DIBELS, AIMS, MAPS
- SORT-R (Slosson Oral Reading)
- Curriculum-based classroom assessment

All students are assessed in the first 6 weeks of school. Support from Title I program, program aides, and parent volunteers. District standards for acceptable assessment results are in place.

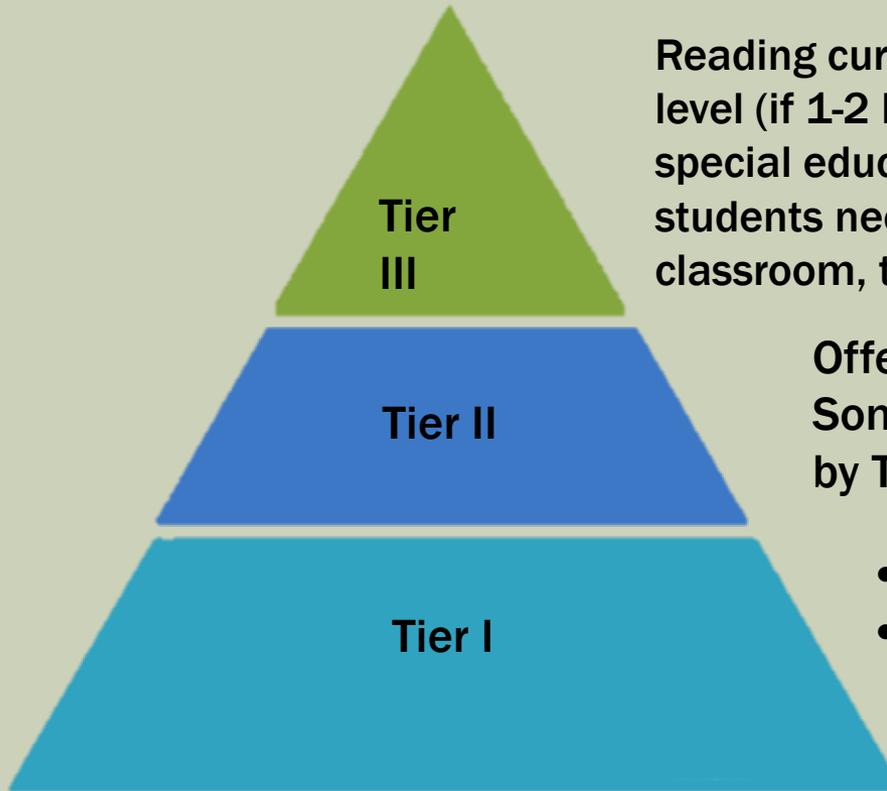
Dyslexia Descriptive Matrix

Name

ssion

Point value of Symptoms
indicated (list of 20 classic
symptoms of dyslexia)

INSTRUCTION



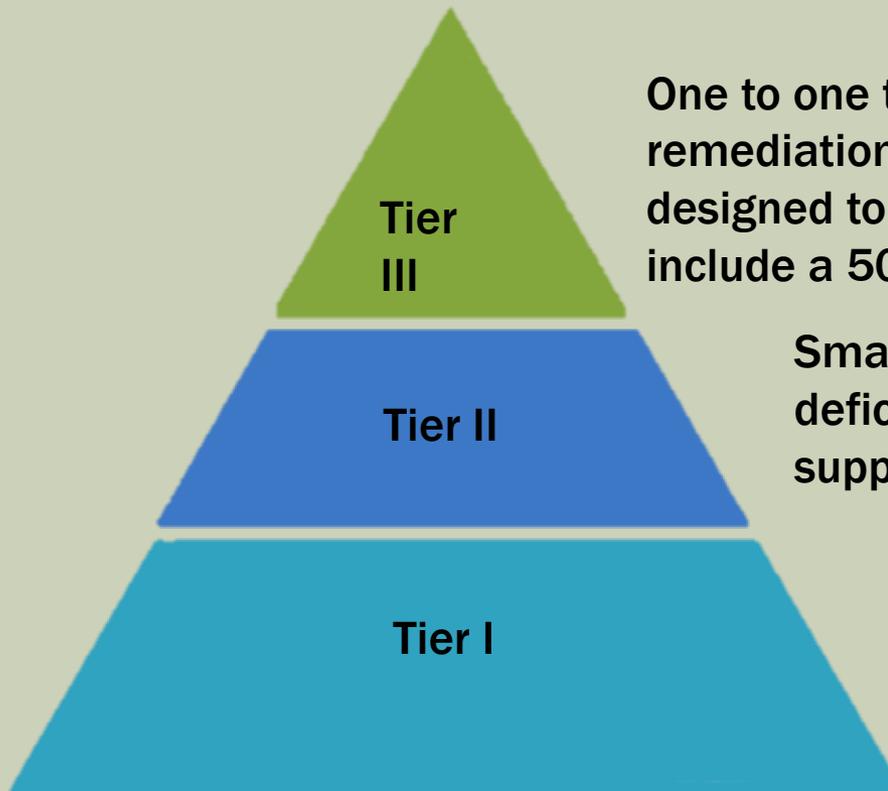
Reading curriculum at students' appropriate reading level (if 1-2 levels below). Offered in small groups in special education room, reading or STRIVE room. If students needs can be accommodated in regular classroom, they remain. May include 504 or IEP.

Offered via groupings in regular classroom. Some pull out/step in instruction completed by Title I or reading specialist.

- School wide curriculum implementation.
- Supplemental instruction in fluency, vocabulary, comprehension and phonics as needed. Classroom teacher support.

K-5 and 6-8 reading curriculums were selected for alignment with Alaska State Standards as well as for quality “coverage” of skills indicated by the Science of Reading.

INTERVENTION



One to one tutoring with individual trained in dyslexia remediation methods using specific curriculum designed to be multi-sensory and sequential. May include a 504 or IEP.

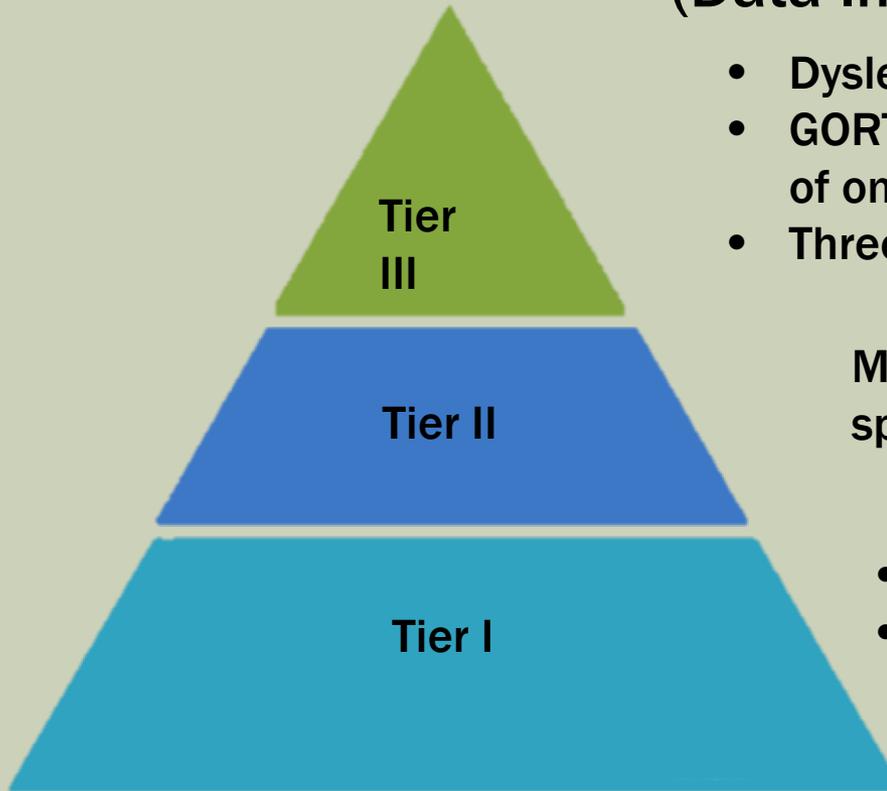
Small group instruction for specific areas of deficit. Title I supports, reading specialist supports.

Large group interventions based on needs of students in class overall.

Initial interventions are based on assessments, then progress monitoring determines if further intervention is needed. Students move from Tier II to Tier III as appropriate.

PROGRESS MONITORING

(Data Informed Decision Making)



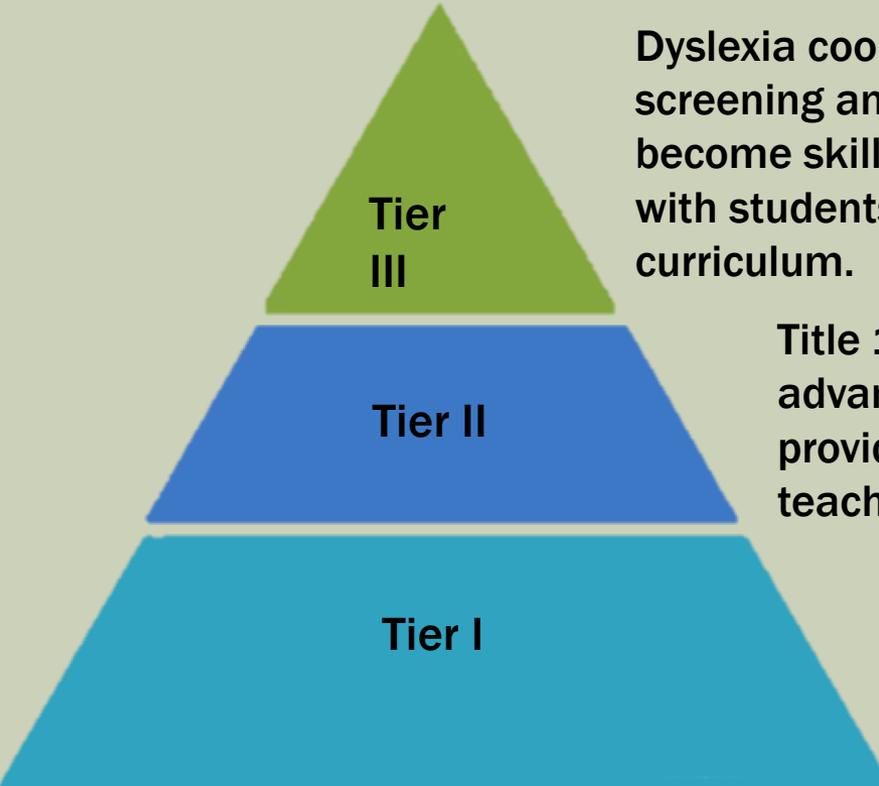
- Dyslexia curriculum Progress
- GORT-4 after every (approx.) 30 sessions of one-to-one tutoring/instruction
- Three times yearly DIBELS, MAPS, AIMS

Monthly using assessment aligned to specific area of challenge.

- Three times yearly DIBELS, MAPS, AIMS
- Classroom data reflecting phonemic awareness, capacity with phonics, fluency, comprehension, vocabulary

Monitoring progress and collecting data on all students is essential to understanding if instruction is effective for each student. A variety of assessment processes may be used to help inform systemic improvement.

PROFESSIONAL DEVELOPMENT



Dyslexia coordinators are trained in dyslexia screening and accommodations. They also become skilled tutors. Tutors are trained to work with students using dyslexia remediation curriculum.

Title 1 and Reading Specialist engage in advanced learning about reading in order to provide additional training for classroom teachers.

Teachers trained on reading instruction, Alaska State Standards and the district adopted curriculum. Professional learning about dyslexia accommodations in the classroom.

Professional development that includes the elements of the Science of Reading should be addressed consistently with teachers. Helping teachers to understand how to recognize dyslexia and thereby support students with dyslexia is also essential.

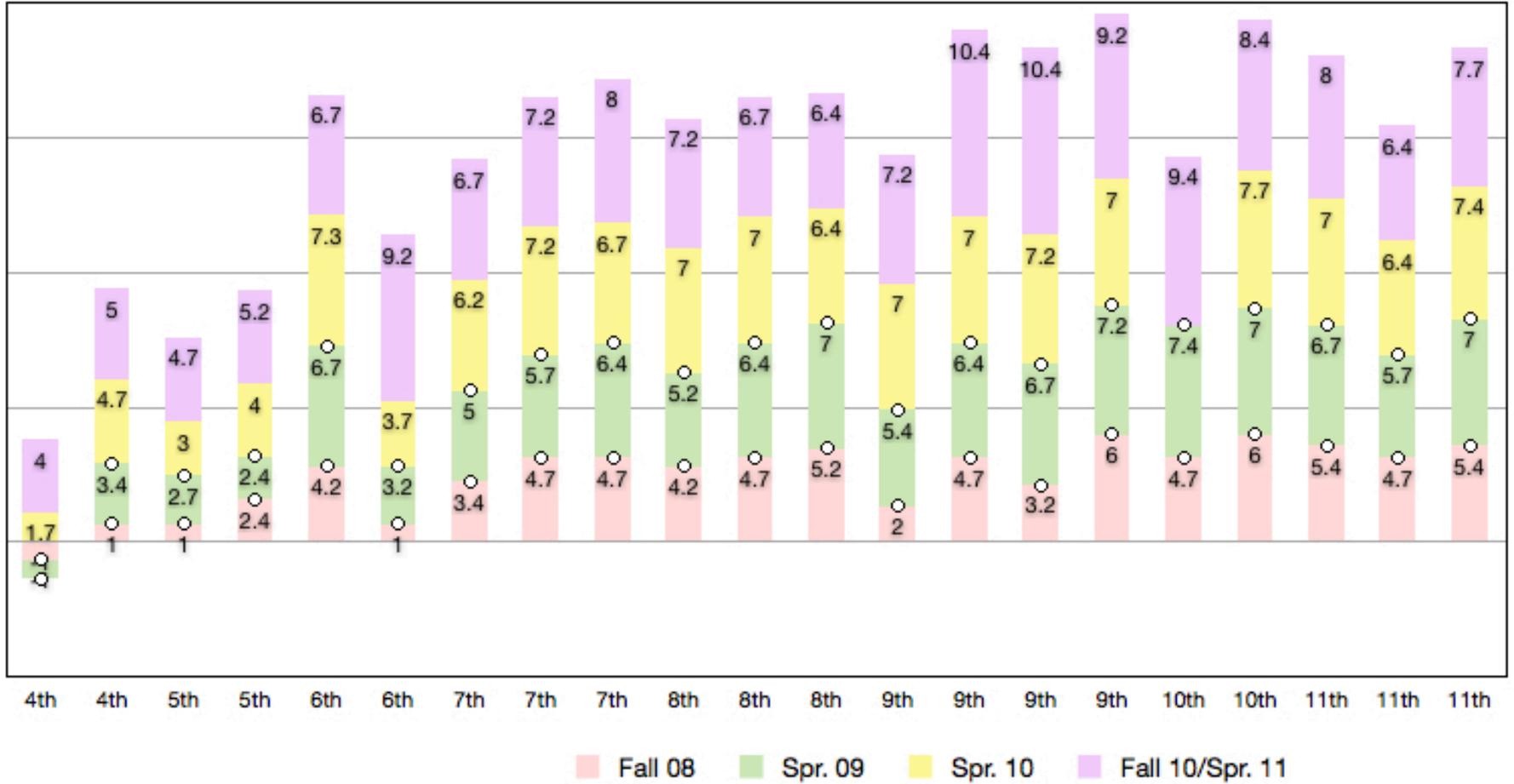
OUTCOMES OF THE SYSTEM

TIER II & III
Gains

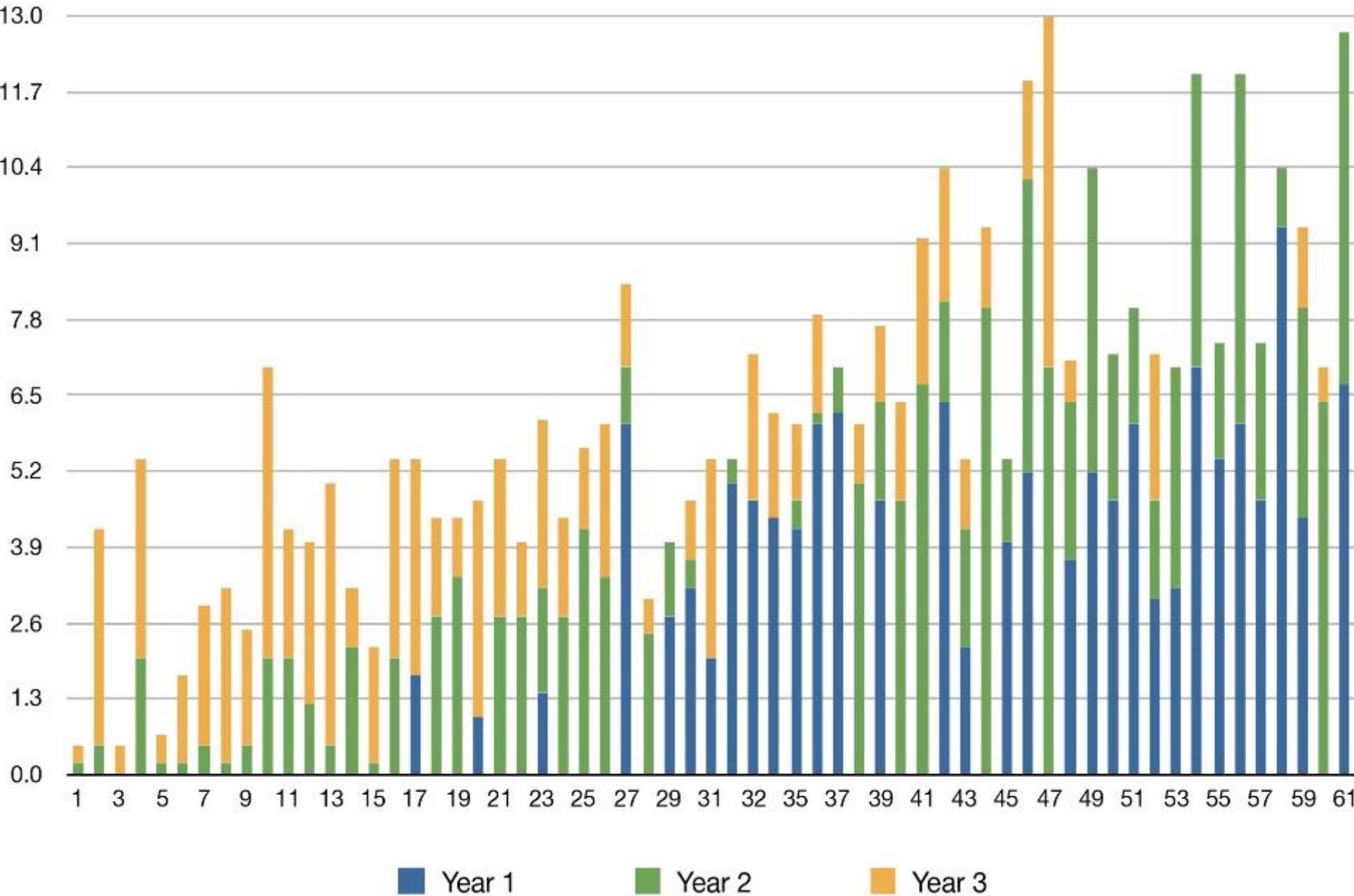
STUDENTS SERVED BY DYSLEXIA PROGRAM

- GRANT 1 – 2006 TO 2008 (Craig, Klawock, Hydaburg, Annette)
 - GRANT 2 – 2009 TO 2011 (Craig, Klawock, Hydaburg, Annette)
 - GRANT 3 – 2012 TO 2014 (Craig, Klawock, Hydaburg, Annette)
 - GRANT 4 – 2015 TO 2017 (Craig, Klawock)
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- Currently Craig City School District is operating the dyslexia program with general funds.
 - Annette Island School District operated on general funds from 2015 to 2017.
 - Hydaburg is now reconstituting their dyslexia program from their general fund.
 - **Of the enrolled students in 2014 at the end of the consortium grants, of 777 students in the four districts, 307 had been served by the dyslexia program. That is 39.5% of students.**

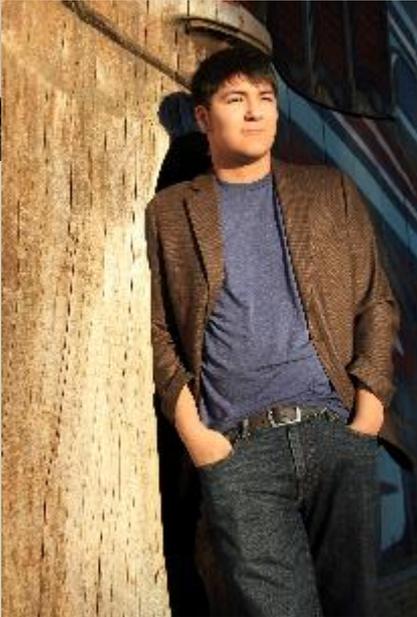
Gort Accuracy (Fall 08-Spring 11)



Growth on Reading Accuracy Measure/Annette Island Strive



MY SON'S STORY



QUESTIONS/COMMENTS

