

Addison Central School District
Innovative Approaches to Literacy
2016–2018

Ready to Read and Succeed (R2R) Project
Evaluation Report
December 2018



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REPORT DISCLAIMER

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TABLE OF CONTENTS

INTRODUCTION	1
METHODOLOGY	4
IMPLEMENTATION FINDINGS	7
GOAL 1 Children birth to age 5 will develop pre-literacy skills and enter kindergarten ready for success.....	7
GOAL 2 Students in kindergarten through grade 6 will demonstrate growth in literacy skills and improve reading comprehension	11
GOAL 3 All students will have increased access to literature and informational text in multiple formats appropriate for their age and skill level	15
GOAL 4 Teachers will increase their knowledge and skills for using instructional strategies that foster reading comprehension among students	17
STUDENT OUTCOME FINDINGS	22
CONCLUSIONS & RECOMMENDATIONS	39
APPENDICES	44

INTRODUCTION

Literacy is everywhere in this community now...you go to the farmers' market and kids get free books about nutrition!

We require reading every day, even in the summer...I don't think this would have ever happened without the free books and this partnership with the school district.

—Comments from IAL Community Partners

The Addison Central School District (ACSD) began a third round of Federal Innovative Approaches to Literacy (IAL) grant funding for their Ready to Read and Succeed (R2R) Project in the 2016–2017 school year and completed the project in 2017–2018. The program was designed to build instructional capacity within the school district and establish a collaborative network of families, educational professionals, and early childhood partners to prepare all children for kindergarten and to improve reading comprehension and literacy skills among elementary school students.

The program targeted ACSD classrooms, pre-K (including Head Start rooms) through grade 6, and families with children age birth through five across the community. This evaluation report provides a summary of this two-year grant.

Program Goals

The overall program goals were:

1. Children birth to age five will develop pre-literacy skills and enter kindergarten ready for success.
2. Students in kindergarten through sixth grade will demonstrate growth in literacy skills and improve reading comprehension and writing to support their achievement of the New York State Learning Standards.
3. All students will have increased access to literature and informational texts in multiple formats appropriate for their age and skill level.
4. Teachers will increase their knowledge and skills for using instructional strategies that foster reading comprehension among students.

Program Components

As described in ACSD's IAL grant application, program components designed to achieve these goals included:

- A. Collaboration with the Pathways to Success coalition and early childhood partners to implement universal screening using the DIAL-4¹, facilitate home–school connections, and support the development of pre-literacy skills in the home.
- B. Collaboration with Early Head Start (EHS), Healthy Families (HF), and the Jennie Mose Family Resource Center (FRC) to facilitate home–school connections.
- C. The hiring of a community outreach liaison to work with early childhood partners to identify families not enrolled in an early childhood program and to promote language literacy development activities in the home.
- D. Increased family and student access to a wide range of literacy resources (print and electronic) through book giveaways, improved library collections, and technology use in classrooms and home visits.
- E. Implementation of instructional practices to strengthen literacy skills and support the achievement of New York State Learning Standards, aligned with the Common Core through differential instruction. Specific strategies include: 1) the provision of high-quality professional development with coaching as appropriate, 2) expanded use of Fountas & Pinnell Leveled Literacy Intervention (LLI) system for reading intervention, and 3) use of assessment data (STAR, BAS, unit assessments) to inform instruction.
- F. Use and coordination of expanded library resources with classroom instruction; transform Valley School library into a learning space.
- G. Offering of a Summer Literacy Academy for students approaching benchmark.

Program Partners

There has been widespread participation in IAL. Approximately sixty staff members have been directly involved, including elementary and pre-K teaching staff (classroom and Head Start teachers and TAs, special education teachers, and reading intervention specialists), the project director, three library staff, ten early childhood staff, and several community center staff. The program included two schools and three community-based organizations, as listed in table 1.

¹Mardell, Carol and Dorothea S. Goldenberg. "Developmental Indicators for the Assessment of Learning." Fourth edition. Pearson Clinical, 2011. <https://www.pearsonclinical.com/childhood/products/100000304/dial-4-developmental-indicators-for-the-assessment-of-learning-fourth-edition-dial-4.html>)

Table 1. Addison IAL School and Partners	
Valley Early Childhood School	ACSD pre-k classrooms Head Start classrooms
Tuscarora Elementary School	ACSD Grades K - grade 5
ProAction of Steuben Yates	Head Start at Valley School Early Head Start home visiting families with children birth-3 yrs. Jennie Mose Family Resource Center
Healthy Families Steuben	Home visiting families with children birth-5 yrs.
Addison Youth Center	After-school program

The program’s primary community partners were ProAction of Steuben Yates, Inc.; Healthy Families Steuben; and the Addison Youth Center. ProAction operated two Head Start classrooms in Valley Early Childhood School, an Early Head Start program that included home visiting to families with children from birth to age three, and the Jennie Mose Family Resource Center (FRC). The FRC offered a drop-in center, parenting classes, family enrichment activities, and programming for parents, families, and caregivers of children birth through age five. JMFRC also housed an after-school “Latch-Key” program. Healthy Families offered in-home parent coaching to new and expectant parents and provided support, education, and information about various topics, including children’s health and development, parent/child relationships, nutrition, discipline, problem solving, and safety. The Addison Youth Center operated an after-school program.

Evaluation Report

ACSD engaged Apter & O’Connor Associates, Inc. (A&O) as the local evaluator for this 2016–2018 grant. This is the second of two annual reports and presents the evaluation methodology, main findings, conclusions, and recommendations for the full term of the grant.

The first section of findings focuses on program implementation. It presents a synthesis and summary of qualitative data to assess the fidelity to the program design (including barriers to implementation) and progress towards performance indicators and outcomes. The second section of findings presents an analysis of quantitative data to determine the program impact and progress toward the intended student outcomes. Both sections build on the 2017 evaluation report and focus on the data collected since then.

METHODOLOGY

A&O conducted a **process evaluation** for the two-year grant period, examining the implementation of the major IAL grant activities, as well as an **outcome evaluation** for both years measuring progress toward the student outcome measures. Methods involved qualitative and quantitative data collection and analysis. In addition to document review, data was collected from district and Early Head Start teaching staff, library staff, district administrators, community partners, home visitors, and parents through focus group discussions, interviews, observations, surveys, and student assessment results. The evaluation was guided by the logic model developed with project leadership (see appendix A).

Process Evaluation

The **process evaluation** addresses two questions:

- Have key project activities been implemented?
- Have teachers and staff (child care providers, family educators, and home visitors) implemented any changes in their own instructional strategies, classrooms, and community environments as a result of these activities?

The information presented in **Implementation Findings** emerged from qualitative data collected through observations, interviews, and focus groups by two members of the A&O team during site visits in April 2017 and 2018, as well as from telephone conferences and correspondence with the project director, telephone interviews with the professional development consultant, staff and parent surveys, and a review of program documents provided by the project director. The qualitative analysis was designed to capture themes regarding parent, teacher, staff, and partner perceptions of program activities and the impact of the IAL project. (A summary chart of the Addison IAL project implementation appears in appendix B.) Collectively, this provided the information needed to develop an understanding of the project implementation. The findings and conclusions presented in this report are based on the evaluation activities described below.

Interviews and Focus Groups

Apter & O'Connor conducted interviews and focus groups to gather staff perceptions and impressions regarding the quality and impact of the professional development provided through the IAL grant, as well as the overall implementation and progress toward the stated goals of the grant. The questions probed several areas:

- Professional development—topics and focus
- Changes in instructional methods or other impacts of professional development
- The use of student assessments
- Library and multi-media/technology resources and supports

- Changes or improvements in home–school connections; impacts or impressions of community partnerships and literacy events
- The sustainability of practices from *Early Reading First* and prior IAL (for pre-K); any ongoing coaching, professional development, supports, and peer learning
- Student readiness for kindergarten and district efforts to prepare young children for school

The following groups participated in focus groups:

- Parents of toddlers and preschool-age children participating in a family engagement/education group at the Jennie Mose FRC (2017 and 2018, n=6)
- Kindergarten teachers (2017, n=6)
- Grade 1 teaching staff (teachers and intervention specialists, 2017, n=6)
- Grade 2 teaching staff (teachers and intervention specialists, 2017, n=4)
- Grade 4 teachers (2017, n=4)
- Home visiting staff from Healthy Families of Steuben County (2017, n=3)
- Pre-K teaching staff (district and Head Start teachers and teaching assistants at the Valley Early Childhood School, 2017, n=16 and 2018, n=8)

Evaluators conducted semi-structured interviews with the following individuals:

- Project Coordinator (six times over the course of the grant)
- Building Principal, Tuscarora Elementary School (2017 and 2018)
- Professional Development Consultant (three times over the course of the grant)
- After-school staff (2017 and 2018)
- Jennie Mose FRC Director (2017 and 2018)
- Tuscarora Library Teaching Assistant (2017)
- Valley library Teaching Assistant (2017)
- Early Head Start Family Educator (2017)
- Fifth-grade teachers (2018, n=2)
- Third-grade teachers (2018, n=2)
- Fourth-grade teacher (2018, n=1)
- Addison Youth Center Director (2018)
- Healthy Families of Steuben County (2018)
- Valley intervention staff (2018)

Observations

Evaluators conducted program observations at the following events/locations:

- Breakfast and Books, Tuscarora Library (2017)
- After-school program with the farmers' market (2017)
- Third-, fourth-, and fifth-grade classrooms (2018)

Document Review

The following documents were provided to and reviewed by evaluators:

- Community literacy event log (2017 and 2018)
- Professional development schedules from project director (2017 and 2018)
- Curriculum and lesson plan materials (2017 and 2018)
- Library class and open circulation schedule (2017 and 2018)
- Data wall (2017 and 2018)
- New parent kit distribution and tracking process (2017)
- Home visiting materials and parent surveys (2017 and 2018)
- Responses to professional development participant feedback survey administered by the district (2017)

Outcome Evaluation

For the **outcome evaluation**, evaluators sought to address two questions:

1. Did pre-K children increase their pre-literacy skills development and enter kindergarten ready for reading success?
2. Did K–6 students increase their ability to comprehend text of increasing complexity to support achievement of the Common Core Learning Standards and achieve reading proficiency?

The findings in the **Student Outcomes** section of this report emerged from the statistical analysis of student assessment results. Student data for pre-K through sixth grade were supplied by the district for 2016–2017 and pre-K through fifth grade for 2017–2018. Mean scores for selected student tests were compared with established target scores using one-mean t-tests. All statistical comparisons were two-tailed, at a 5% level of significance.

IMPLEMENTATION FINDINGS

The four overall R2R program goals were intended to be achieved through consistent implementation of supporting strategies, or program components, of the work plan. **The evaluation team collected information and evidence over the course of the two-year grant period to state with confidence that ACSD maintained strong fidelity to the originally designed work plan and program model.**

Goal 1: Early Childhood

Children birth to age five will develop pre-literacy skills and enter kindergarten ready for success.

Program Component A

Collaborate with the Pathways to Success coalition to implement universal screening using the DIAL-4.

The grant coordinator is an active participant in several work groups of the regional Pathways to School Readiness and Success initiative. The cross-disciplinary coalition has focused on promoting the consistent use of DIAL-4 to screen all children entering pre-K and kindergarten. The Addison Central School District (ACSD) agreed to use it for all children starting pre-K and for those entering kindergarten that have not previously been screened.

“DIAL helps educate us and the families about what they can expect in pre-K and what they need to work on. It helps that the progress report is very user-friendly.”

~ An Early Childhood Partner

The IAL program did successfully implement the use of the DIAL-4 screening assessment for all incoming kindergarten students. With grant support, the district purchased DIAL-4 kits and trained district and community partner staff to administer the tool and use the results for student grouping and individualized instruction. By early May 2017, all of the pre-K, kindergarten, and community agency staff had been trained to administer the DIAL-4. The evaluation found that this instrument was being used to assess students for potential delays. During the 2017 site visit the evaluators observed staff at Tuscarora Elementary School using DIAL-4 to screen incoming kindergarteners.

Members of the kindergarten team reported that they can use DIAL-4 data from student screenings to guide instruction and group students into appropriate skill level teams. Teachers are working to use these groupings to effectively address their incoming kindergarten students' needs. To date, district and partner agency staff say they have found the results of the DIAL-4 beneficial and helpful in promoting individualized instruction.

Program Component B

Collaborate with Early Head Start (EHS), Healthy Families (HF), and the Jennie Mose Family Resource Center (FRC) to facilitate home–school connections.

Interviews and observations conducted during the 2017 and 2018 site visits confirmed that the district and its partners have formed an effective alliance that reaches child care providers and their charges, parents and children in the home, and school-age children and parents. Additionally, district and partner staff continue to use the techniques for supporting literacy learned in prior IAL-grant-funded professional development activities.

Examples of the program’s successful collaboration include the following:

- Parents interacting with the Jennie Mose FRC enrolled in the district pre-K program, resulting in a waiting list for pre-K for September 2018.
- Partners encouraged parents to see pre-K as a way to resolve children’s behavior issues that may be related to boredom and the need to be with peers.
- Achieving outcomes with the children (age 0–5) has become more intentional, i.e. the FRC dedicated one day per week to STEM activities, FRC staff and Healthy Families’ home visitors modeled and coached parents to read and talk with young children.
- The Jennie Mose FRC drop-in program used Facebook to re-brand itself with an emphasis on literacy, and the district includes the FRC’s activities on its website.
- Learning and skills developed during prior professional development continue to be utilized for shared reading with children and continue to be taught to and practiced by parents during home visits, at the family resource center, and during community literacy events.
- The grant coordinator planned and delivered bi-monthly literacy events with the partners. The events include reading aloud, dance, crafts, snacks, and free book giveaways, bringing together children of all ages and their families to celebrate reading.
- The “Books on the Bed” program, designed as part of the collaboration, allowed parents to select books for each of their children. The books were gift-wrapped for the parents to surprise their children when they chose to do so.
- As part of a series that promoted pre-K enrollment, program staff and partners featured “Pete the Cat,” a “familiar friend” to preschoolers, during book distributions and literacy events.
- The United Way and ProAction have leveraged the district’s IAL grant to secure additional literacy directed funding.
- Technology (tablets) provided to the partners allowed them to enhance reading aloud and use music within literacy activities.
- The district collaborated with the public library in the summer months and distributed free books in conjunction with the free lunch program.

- In addition to using grant resources to provide free books from the district to partners, the grant coordinator secured gift cards from Barnes & Noble so that parents can shop for books with their children (including at the end of the summer challenge at the Addison Youth Center).
- The district hosted an event at the pre-K building to acquaint parents with the facility and promote pre-K enrollment.
- The district’s pre-K teacher made home visits to enrolled three-year-olds before school started and took family photos to have at school to help bridge to the classroom.

Two anecdotes represent some of the grant’s impacts on families with young children. In one case a parent created a “reading room” for her child, incorporating ideas from Pinterest for bookshelves. The parent and child read together daily, and the other family members respect the time and place dedicated to books. In another case, the evaluators watched a video of a mother with her child (age three-and-a-half) reciting a book from memory. Two years ago, evaluators interviewed the same mother and child and noted then that the mother was building her own verbal skills as she read aloud to her child. The home visiting staff felt the continuity of grant-funded activities and events has helped sustain this family’s dedication to literacy.

The grant coordinator also convened monthly IAL meetings for all partners. Interviewees from all these groups said that the meetings were very useful for sharing information, building their literacy practices, and for planning IAL community literacy events. The project also appears to have benefited from monthly meetings between the grant coordinator, the Tuscarora School principal, the Valley School administrator, and the deputy superintendent. In 2017 the principal noted that the meetings were useful for getting updates on work being done with community agencies, early childhood events, and parent engagement work. Partners also lauded improved connections with the district and the increased presence of administrators in the community.

District staff, parents, and community partners describe the IAL community literacy events as very successful. (Appendix B includes a log of events.) Some of the highlights include the annual Halloween and Thanksgiving events, a fall “Bear Hunt,” an Easter egg hunt at the Corning Library, the Memorial Day parade, Books on the Bed, Advantage Reading Challenge, and the PAT/IAL Father–Daughter Dance. Program partners distributed free books at all these events, and they included creative literacy-themed activities and promotions. Attendance was reported to be good.

Evaluators asked partners and parents about the impact of the IAL grant on their work. Their responses were uniformly positive. One partner said that the grant-funded training and coordination led them to change their whole approach to interacting with families and that, as a result, they are now better able to guide families. Responses from community partners include the following:

- “We (after school) now have reading time every day and sometimes have high school students come and read to the kids. In the summer we do a reading challenge: we read for twenty minutes every day, and the district provides the books. At the end we went to Barnes & Noble to shop for books ... This has all been great exposure for our families, and this all happened due to [the

grant coordinator] and the grant.”

- “Books are everywhere in this community now, and I hear parents say, ‘This is great!’ and, ‘Wow, I never had books like this!’”
- “I can't tell you the number of families I have worked with that I've had no books when I first visit them and now, because of the grant, I can bring a book on every home visit and leave it with them to keep. Now I make sure I read books on every visit—I tell parents to read even if their child isn't listening.”
- “There seems to be a lot more excitement now about receiving books. Some kids clearly look forward to getting a book at each visit. One family said they had no idea before that reading was so important at an early age.”

Program partners have ongoing efforts to extend literacy to more families. IAL activities are now well integrated into the Jennie Mose FRC, the Healthy Families home visiting program, and the Afterschool Advantage Program (a 21st Century Community Learning Center initiative) at Tuscarora Elementary and the Addison Youth Center.

During the evaluation site visits in 2017 and 2018, all community partners reported that the grant has made a significant difference in furthering collaborative efforts, strengthening home–school connections, and promoting literacy. There is ample evidence that partnerships are strong, partners are communicating well, and the collaborative community events are well received and are furthering literacy practices.

Program Component C

Hire a community outreach liaison to work with early childhood partners to identify families not enrolled in an early childhood program and to promote language literacy development activities in the home.

The outreach liaison role was created to serve as a connection for families who were not enrolled in existing services, and program partners confirmed its importance during the site visits and interviews. The job description was developed in late 2016, but the hiring process took longer than program staff expected. The position was funded through the IAL grant and contracted through ProAction. The grant coordinator reported that ProAction filled the position for May–June 2017 (spring of year one) and resumed again in September of that year (early year two) for several months. The grant coordinator reported that the part-time community outreach liaison position had been filled for a total of eight months out of the two-year grant. At the time of the April 2018 site visit, the position was vacant and the grant coordinator herself, along with the community partners had assumed these responsibilities for the remainder of the grant period.

Although the program was unsuccessful in maintaining this staff member for the twenty-four-month period of the grant, the program’s early childhood and community-based partners assisted with identifying families not enrolled in early childhood programs and promoting language literacy

development activities in homes. It is possible that these outreach and coordination efforts are more likely to be sustained beyond the grant funding by this collaborative model than if they had been the sole responsibility of a contracted staff person.

Goal 2: Elementary School

Students in kindergarten through sixth grade will demonstrate growth in literacy skills and improve reading comprehension and writing to support their achievement of the New York State Learning Standards.

Program Component E

Implement instructional practices to strengthen literacy skills and support achievement of the NYS Learning Standards, aligned with the Common Core, through differentiated instruction. Specific strategies include: 1) high-quality professional development with coaching as appropriate, 2) expanded use of Fountas & Pinnell Leveled Literacy Intervention system for reading intervention, and 3) the use of assessment data to inform instruction.

Observations, interviews, and surveys with teachers confirmed that the IAL professional development and coaching over the course of this grant promoted 1) high-quality classroom instruction, 2) improved use of the Fountas & Pinnell Leveled Literacy Intervention system (LLI) for reading intervention, and 3) the use of assessment data to inform instruction.

IAL funds supported two professional development consultants. The first consultant, from Leading EDGEducation (Leading Edge) has worked with ACS D for the past six years. In addition to her work with early childhood partners and pre-K staff, she has helped to introduce strategies to the elementary teachers for guided reading (GR) and reading comprehension. During the first year of the current grant, she trained and coached the early education district and partner staff, including a full-day workshop on letter identification and name writing. Workshop participants reported to the evaluators that this workshop was useful. She also supported the kindergarten team with GR, although teachers said they were not using it on a regular basis at that time. Teachers noted that, while they learned about valuable hands-on activities for high- and low-end readers, the blending of Common Core and GR was not smooth: “They don’t fit magically together.” The pre-K teachers also shared that the Leading Edge consultant facilitated a smoother transition from pre-K to kindergarten. The consultant introduced strategies such as having kindergarten teachers visit pre-K classrooms to see what—and how—different literacy concepts are presented.

The pre-K teachers also had professional development sessions with a second and newer IAL consultant during the second program year. During the 2018 interviews, teachers expressed that this new IAL consultant provided a “good refresher” as well as a source of new ideas and teaching strategies to use with each developmental age. As a result, the pre-K teachers are planning to “align the three- and four-

year-old pre-K instruction with kindergarten to reduce the overlap.”

Likewise, primary-grade teachers noted that the professional development classes over this two-year grant helped to improve their instruction. This new IAL consultant worked with teachers from kindergarten through sixth grade (in addition to the pre-K staff), and the teachers interviewed and surveyed were very positive about this support. As one third-grade teacher noted about the new consultant, *“Everything she teaches us we use!”* They like that the training was hands-on; for example, in year one of the grant, they practiced doing assessments while the consultant observed and then gave feedback. The consultant presented a “user-friendly” approach to setting up GR and helped teachers align GR with Common Core. She also shared a video that showed how teachers in other districts were struggling with some of the same issues around the new standards; it was clearly helpful for some of the Tuscarora teachers to realize that were not alone in this regard.

In addition, the new consultant observed teachers in the classroom and provided individual feedback on the use of strategies, including classroom management suggestions. Teachers considered this one-on-one coaching invaluable. Teachers noted numerous skills and resources that this consultant shared:

- Differentiating GR for pre-K and third-grade readers (less repetition with the latter).
- Templates and strategies for embedding GR throughout the day.
- Skills and strategies for teaching the NYS modules included selecting the right text and modifying for reading levels.
- Strategies for selecting texts based on themes.
- Creating literacy-based lesson plans and centers.
- Interpreting student assessment results (LLI running records, STAR and NYS ELA) for lesson planning, targeting skills, and forming small groups.
- Using literature in lesson planning and building themes.
- Strategies for building reading comprehension and finding meaning within text.

In general, teachers expressed satisfaction with how the new consultant was able to integrate the goals of the Common Core with reading comprehension strategies. The third-grade teachers noted that their modules did not contain writing, and they were able to develop a writing component with help from the consultant. It is noteworthy that the new Tuscarora principal was part of the New York State team that developed the Common Core. She noted that teachers sometimes do not implement the Common Core with fidelity due to a lack of professional development in how to do so.

Head Start teachers participated in trainings, according to the district teachers (as HS teachers were not available for interviews in 2018). The district teachers noted the value of the grant-supported events because they allowed the Head Start and district pre-K students to mix. Finally, district teachers noted that the transition of Head Start students to kindergarten continued to be a challenge for the children because the Head Start students were segregated from their future classmates, e.g. not participating in

cafeteria lunches or holiday parties.

Overall, data show that professional development helped to make the Tuscarora elementary teachers more comfortable with the Common Core curriculum and they are making progress to use assessment data more often to inform their instruction. These teachers are beginning to “make it [the Common Core] their own,” and with guided reading, for example, they adapted strategies to fit their needs. In three interviews over the two-year period, the professional development consultant noted that she worked with Tuscarora teachers to build a more unified literacy program for the K–6 population—a program in which one grade builds skills for the next and the transition from one grade to the next is more coordinated. It is clear, however, that to achieve a unified program additional investment and more intensive support is required beyond the scope of this grant.

Professional development activities and the use of assessment data are further discussed under Goal 4.

Program Component F

Use and coordination of expanded library resources with classroom instruction. Transform Valley library into a learning space.

During interviews, teachers in all grades acknowledged and appreciated the improvements to both Valley and Tuscarora school libraries, as well as the librarians’ creativity in supporting classroom themes and communicating with teachers.

The 2017 IAL evaluation report detailed the significant developments in the Tuscarora library, including the renovated space, staff efforts to support classroom instruction, and creative programming and special events to promote literacy. The report also described the re-opening of the Valley pre-K library and the work being done by new staff there.

In 2018, the Valley library continued to allow pre-K children to borrow books to take home. The pre-K teachers noted that they saw evidence of more parents reading to their children at home; for example, a teacher observed a parent encouraging a child to select a free book that was a “favorite library book.” Likewise, pre-K teachers sent personalized notes home to parents asking them to read the library books to their children. The library in the K–5 building also continued to be an excellent resource for students and teachers. Some teachers reported that students wanted more free circulation time in the library. Some teachers also reported that the librarians were effective at offering classroom support; however, teachers were often “too busy” to communicate their needs to the library staff.

It is worth repeating from 2017 that the Valley library space has been transformed into a fully functioning library. It now has age-appropriate furniture, and the collection is leveled, making it easier for teaching staff to locate age- and ability-appropriate books. The space is inviting, with well-chosen wall displays, cozy corners for reading, and various props to add imaginative elements to story times. Through grant funding and support from the district, the presence of a full-time library teaching assistant now enables each class to have two twenty-minute library lessons each week. Each class now visits the library twice each week, and students may borrow books during these times. Library activities appear well connected

to academic themes. The librarian met weekly with teachers to talk about concepts the children focused on and then chose supportive material for library time.

Likewise, the library at Tuscarora Elementary is an impressive resource used by up to five hundred students each week. The space includes three rooms that enable separate areas for group activities including a computer lab/classroom. The resources include an extensive database of electronic books. When interviewed, school staff were very enthusiastic about what the librarian and assistants have been able to accomplish.

Program Component G

Offer a Summer Literacy Academy for those approaching benchmark.

In addition to offering the Summer Academy, the grant coordinator worked with the Addison Youth Center in the summer on literacy programming. Center staff reported that the grant coordinator met with Center youth weekly during the summer months (and monthly during the academic year). The grant coordinator helped to organize reading challenges in the summer for third- through eighth-grade students. She also provided books that were summer-friendly and of interest to older children, such as books on cartooning and anime. Evaluation data showed evidence of a strong collaboration between the district and the Addison Youth Center that built literacy-related activities into out-of-school-time and promoted a culture of reading

The district offered an intensive Summer Literacy Academy on four half-days per week, for five weeks during both summers of the grant. In 2017, 78 kindergarten through sixth-grade students participated—a 40% increase over the summer 2016 enrollment.

District staff selected students based on their test scores and their NYS ELA assessments, with priority given to students who scored at Level 2 or 3 and were identified as most able to benefit. The model supported strong participation in the academy; the average daily attendance was 74 students.

“The Summer Literacy Academy has allowed us to offer intensive programming for students to increase or maintain abilities and prevent summer regression.”

—Grant Coordinator

The grant coordinator reported that the academy operated as planned and was successful in meeting achievement goals. Students, on average, gained one to two levels in their reading ability on the LLI Benchmark Assessment System. Staff used various methods to provide instruction and keep students engaged in age-appropriate activities.

Class sizes were between eight and fourteen, with a teacher and an aide in each classroom. This allowed for one-on-one attention and small-group, focused instruction. The district offered breakfast and lunch for students daily and swimming twice per week. The local farmers’ market provided fresh fruit and vegetables every other week to students, and the district collaborated with the Addison Youth Center for afternoon programming. The Southern Tier Food Bank also provided food, enabling the after-school

program to offer a weekly farmers' market.

Goal 3: Access to Literature

All students will have increased access to literature and informational texts, in multiple formats, appropriate for age and skill level.

Program Component D

Increase family and student access to a wide range of literacy resources (print and electronic) through book giveaways, improved library collections, and technology use in classrooms and home visits.

During the 2018 site visit, teachers and community partners underscored the importance of distributing free books to children living in low-income households, of which the district is largely comprised. In addition to distributing free books at literacy events and during home visits, partners utilized other opportunities to distribute books whenever possible, for example:

- The Addison Youth Center serves middle school students and distributed free books on nutrition at the food bank's Kids' Farmers' Market. A staff person stated, "Parents see books everywhere in this community." She noted that parents still talk about the distribution of free books as part of a parade that took place two years previously.
- Community partner staff and district teachers shared details about the "Book on Every Bed" event, noting that parents knew what kinds of books their children liked, which indicated that parents were reading to their children at home.
- At the end of the school year, teachers helped each student assemble a bag of books to take home.
- The grant provided iPads for all fifth-grade students to use in the classroom.

"The free books we get are wonderful...It is a non-threatening way to engage parents in literacy. I am building literacy into all of my activities. The trainings have allowed me to be more intentional about what I do with the programming here."

—Community Partner

"Hey, I have that book at home!"

—Kindergarten Student

The district and partners held sixty-eight events (twenty-eight during the first program year and forty in the second) where they distributed free books. The majority of these were IAL-sponsored literacy events. Half of these events were attended by more than eighty people; some had as many as three hundred participants, including the Tuscarora School open house, a magic show held during the Week of the Young Child, and the Memorial Day parade. The log of all events is attached as appendix B.

The program reported the following:

- Pre-K through grade 3 classrooms received twenty books each for both years of the grant.
- Students in fourth through sixth grades each received \$35 per year to order books of their choosing.
- Books for children birth to age three years were distributed through community partners, and children received at least fifteen books each year.
- Print materials added to classrooms' libraries and take-home bags are evenly balanced between fiction and non-fiction, in support of the Common Core.

During the 2017 evaluation site visit, evaluators facilitated a focus group at Jenny Mose FRC with six parents, all of whom had attended IAL-sponsored literacy events and received books from the district giveaways. These parents talked about how expensive books can be in the area and were very enthusiastic about the numerous ways that free books were now made available throughout the community. The parents highlighted the distribution methods they felt were particularly useful: the Red Bookshelf, Reading Across America, the bag of books each student receives at both schools, and the Memorial Day parade. All parents made positive comments about the impact of multiple types of literacy initiatives within their own family, particularly upon nurturing children's love of reading.

Participants in both years' focus groups and interviews talked about the grant's impact on the broader community, an impact they attribute, in part, to literacy becoming a component of many more community events. One parent noted that the work done by the FRC and the district was creating a "culture of reading." Participants talked about some parents' ambivalence toward sending children as young as three to school. They believed that parents were becoming more aware of the importance of early literacy, which was generating more excitement about Valley School's pre-K program. Participants also talked about the benefits of the grant activities for working parents, as there are now more literacy-related events held during weekends and evenings. They encouraged more of these to be held.

"My daughter is asking me to read to her now and won't go to bed until I read to her."

"I keep a book in my truck now to read to my daughter."

"We receive books here and get books from the book giveaways that I might not otherwise use or even think to pick up... And I look at the prices of books at Wal-Mart they are so expensive... We could never afford them."

"My daughter pushes it on me—it's good—even when I'm exhausted, I have to read to her."

—Comments from Parents

Community partners are using technology more, as well. Healthy Families staff reported that they are now telling their families about how to access books online through applications such as Vroom and Ready Rosie (www.joinvroom.org, <https://readyrosie.com>), which are particularly useful for identifying age-appropriate material. They found that families with poor internet connection at home are still able to get messages through these sources on their phones when they come into town. In some cases, Healthy Families is being asked by parents to print out books that they have learned about online using these applications.

We have Accelerated Reader and RAZ kids—this is on the computer and is new—and Tumble books. And having the iPads in our rooms allows more access to these programs. And we can now print the LLE lesson plans, and Reading A–Z.

—Grade 2 Teacher

The evaluators also found evidence of increased use of literacy-related technology. At Tuscarora School, teachers discussed different ways they were using technology and appreciated that the librarians were introducing them to new applications such as Skype for distance learning labs. Evaluators observed students using the Promethean touchboard during the Breakfast and Books event and using the computer lab during their scheduled library time. Library staff said that they are increasingly making use of opportunities to download and then print books to support curriculum themes and individual student research needs.

Goal 4: Teacher Knowledge and Skills

Teachers will increase their knowledge and skills for using instructional strategies that foster reading comprehension skills among students.

Program Component E(2)

Expanded use of Fountas & Pinnell Leveled Literacy Intervention (LLI) system for reading intervention.

Based on LLI, the grade 3 teachers divided readers into three groups: one group received double intervention from the intervention specialist, while the other two groups were heterogeneous and worked on ELA including vocabulary, etc. The teachers reported that they used LLI for all their students to compensate for varying deficits among all readers.

One challenge, which both third- and fifth-grade teachers noted, was that students are expected to read grade-specific texts regardless of their reading level. This was especially difficult for fifth-grade students reading below grade level, because the fifth grade has no intervention specialist. Teachers noted that, according to state test results, twenty-three of thirty-eight grade 5 students are mandated to receive intervention. The fifth-grade teachers provided intervention services to their students, which was formerly provided by a teaching assistant.

Increased use of the LLI intervention system was evident in several ways:

- **Teacher-led benchmarking:** At the time of the 2018 site visit, teachers had been through a full cycle of conducting assessments with their students. The teachers interviewed had divergent perspectives on the new process. Some teachers expressed satisfaction with conducting the assessments themselves. They had assistance in the classroom for the fall testing, but no assistance mid-year. They reported that, by doing the assessments themselves, they gained a deeper understanding of each student’s capabilities. Also, they felt that an outside assessor “is more likely to make an error and place a student too low.” Conversely, some teachers found it to be onerous: first, because it was done at the start of the school year, the students’ first contact with the teacher was as a “tester” (*which is not a positive introduction*); second, since no teaching assistant was available, other students had to “work independently” while the teacher assessed individual students; and finally, assessment was time consuming, requiring twenty minutes or more per student, which amounted to two to three weeks to assess all students in the class.
- **Data wall cards:** In 2017, the evaluation team observed that data wall cards had been introduced by the grant coordinator as a new progress monitoring system. In 2018 it appeared that data wall cards were no longer in use at Tuscarora but were still an important tool for tracking student progress at Valley. A wall in the Valley instructional specialist’s office displayed color-coded cards for each pre-K student’s beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) scores on the PALS, Peabody, and DIAL assessments.

The professional development consultant shared positive feedback about the data wall cards, noting that they provided “a great picture of the reality—of how the students are doing.” She explained that, in some cases, the cards illustrated that a large group—or-even a whole class—was not on benchmark or a level of proficiency. As a result, she pushed teachers to closely examine how they were using the LLI system. She coached them to identify students who were skipping words and therefore moving through LLI levels before they had the skills to do so. On the other hand, the Tuscarora teachers said they had minimal engagement with this system, and some noted that the information changed so rapidly that they were not sure that keeping the cards updated was a good use of time. The fourth-grade teachers indicated they had reviewed the cards once, at the beginning of the year, and that they found them somewhat useful, but that “it generally only takes a week or two to get to know the kids anyways.” It was unclear if these cards will be used again for the 2018–2019 school year.

- **Grouping students:** Although teachers in some classrooms grouped students according to reading level (all students on same reading level in same group), not all teachers were comfortable with—or-convinced about—the effectiveness of this practice. Over the grant period, teachers tried varying approaches. Teachers who tried homogeneous level groupings for the first time noted that they were not fully satisfied with the approach; they committed to continuing it for the year and would then decide whether it was a practice they would recommend for the following year. Some teachers also expressed concerns about the LLI; they

felt it worked well for students on benchmark but did not adequately help struggling readers or sufficiently challenge more advanced students. They saw missing pieces—context clues and inferencing, for example—that they had used during GR and skills sessions. They were concerned that, unless they did something more, groupings by similar reading level would all translate to poor test scores. The professional development consultant identified these gaps as a problem as well and designed her training and support to address this issue as she continues with the district.

Program Component E(3)

Use of assessment data (STAR, BAS, etc.) to inform instruction.

Evidence from classroom observations, interviews, focus groups, surveys, and the review of student data shows that teachers used assessments to monitor student progress, form small groups for instruction, and deliver individualized instruction for pre-K through sixth-grade students. One example (as mentioned previously in this report, under Goal 2), the district used assessments to identify and invite students to participate in the Summer Literacy Academy. The incorporation of assessment data into classroom instruction was clearly a focus of professional development activities; both the new IAL consultant and teachers cited many examples of efforts to use assessment data to inform instruction as a result of the grant activities.

Table 2. Student Assessments 2017–2018

Grade	Instrument	Frequency	Note
Pre-K	DIAL-4	BOY & EOY	Screen for development delays
	PALS	BOY, MOY, EOY	
	PPVT	BOY & EOY	Measures oral language skills
Kindergarten	Local assessment (ELA/Math)	BOY & EOY	
	F&P	MOY & EOY	Benchmarking, running record
	STAR Early Literacy	MOY & EOY	Used to tier students
	STAR Math	EOY	
Grades 1–2	F&P	BOY, MOY, EOY	
	STAR Early Literacy	BOY, MOY, EOY	Use STAR Reading, EOY for grade 2
	STAR Math	BOY, MOY, EOY	
Grades 3–5	F&P	BOY, MOY, EOY	
	STAR Reading	BOY, MOY, EOY	
	STAR Math	BOY, MOY, EOY	
	NYS ELA assessment	Spring	

Note: STAR assessments are administered by classroom teachers and in kindergarten, with TAs as needed. Local assessments are administered by TAs. The LLI is administered by teachers, intervention specialists, special education staff, and TAs.

Table 2 depicts the range of assessment tools being used in the ACSD. Currently, students will encounter

nine different types of assessments as they progress through the school. As new tools are agreed upon, there is some reluctance to give up existing ones.

In addition to DIAL-4, pre-K teachers continue to use the PALS and Peabody Picture Vocabulary Tests (PPVT) assessments, report cards, and their own progress monitoring to group students by ability. Although DIAL-4 was intended as a replacement for PALS, the teachers said they find PALS to be useful and have decided to use both instruments for the time being. They will continue to administer the PALS to all four-year-old students in November, February, and June; the PPVT each fall; and the PPVT again in June. The district will continue to screen both three- and four-year-old students using the DIAL-4 assessment in the fall and in June.

As of fall 2018, kindergarten teachers planned to use data cards and spreadsheets to track their students' progress. The kindergarten teachers also used their own local assessments to write student progress reports and track knowledge of colors, numbers, and capital letters.

Third-grade teachers reported some frustration with reporting and analyzing assessment results; for example, the results of the NYS assessments conducted in March 2018 were not shared with them until August 2018. Any changes in instruction that the teachers may incorporate from the results, therefore, cannot be implemented with the current student cohort because they will have moved to the next grade. Further, the NYS assessment reporting is aggregated by classroom and not regularly individualized; therefore, specific students cannot be identified for intervention.

The third-grade teachers consider the STAR assessment to be helpful for grouping students. They have found, however, that it does not predict how students will perform on the state assessment. The second-grade teachers consider LLI to be useful in grouping students. The fifth-grade teachers were able to use testing to isolate a grade-wide deficit in the ability to "identify a theme," and they were able to address this issue in subsequent classes.

The grant's newest professional development consultant worked with elementary school teachers to facilitate increased use of guided reading and assessment data. As described in interviews, the consultant supported the teachers' use of benchmarking assessment data. She observed them administering assessments with students, and then provided feedback and guidance on how they could structure instruction based on the results. The consultant then assisted teachers in structuring small groups for GR and developing lesson plans for each group. She provided step-by-step instructions for the first twenty days of consultation and included classroom management practices. She modeled ways to teach students to work independently so that they could do things like find the "just right" book or decide whether a book was too easy or too hard. She also encouraged teachers to require written responses to reading assignments. Teachers reported that this practical approach was very helpful. Importantly, the consultation provided them with insight into how to integrate various elements from Common Core and GR to make them most useful for their circumstances.

The district administration and grant coordinator have made the regular and effective use of benchmark data to inform instruction a priority for all teaching staff. Several interviewees, including one of the

professional development consultants, suggested that some teachers rush students through LLI levels too quickly. Such “rushing” leads to gaps in word comprehension: *students skip words they don’t understand, and this is not caught, partly due to self-monitoring not being taught*. This rushing could help to explain why significant gains were reported on past student STAR results but the gains did not translate into improved scores on state assessments. The consultant began to address this in year one, continued in year two, and reported progress.

The consultant reflected that, as she started her second year with the project, she had five goals for helping teachers use instructional strategies that foster reading comprehension: her work would focus on helping teachers become more comfortable and skilled with:

1. lesson planning,
2. planning and utilizing guided reading,
3. using benchmark assessments to guide and individualize instruction,
4. relating the curriculum to state standards, and
5. behavior management.

By the end of 2017–2018 the consultant reported seeing progress among the Tuscarora teachers in each of these areas and was able to share examples of specific teachers and classrooms where she witnesses significant changes. She was pleased to report several teachers had abandoned the use of worksheet packets and online lesson plans and were now planning their own lessons to meet the needs of their current students. She also cited examples of new skills and confidence among teachers to select text appropriate for their students’ levels and their use of more literature for themes and literacy centers. She saw teachers using new strategies to move students from skill-building to guided reading, and she observed them teaching students to “monitor and self-correct.”

The consultant also urged the district to consider implementing a comprehensive kindergarten-to-sixth-grade reading and ELA program. She suggested continued professional development and coaching support for teachers to address their expressed and ongoing needs for:

- discipline and behavior management,
- developing lessons aligned with the NYS standards, and
- building reading comprehension skills among their students.

STUDENT OUTCOME FINDINGS

The Addison CSD supplied data for the IAL evaluation for kindergarten through sixth grade. Evaluators compared mean scores for selected student tests with established target scores using one-mean t-tests. All statistical comparisons were two-tailed, at a 5% level of significance.

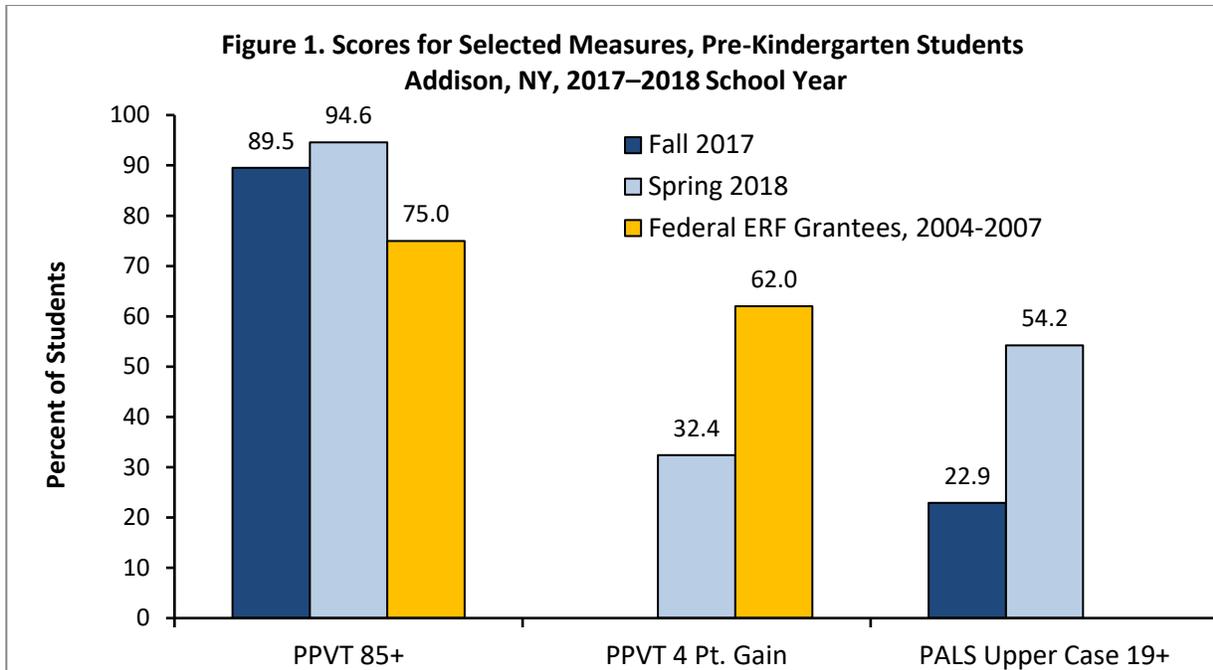
Pre-Kindergarten

PPVT and PALS Assessments

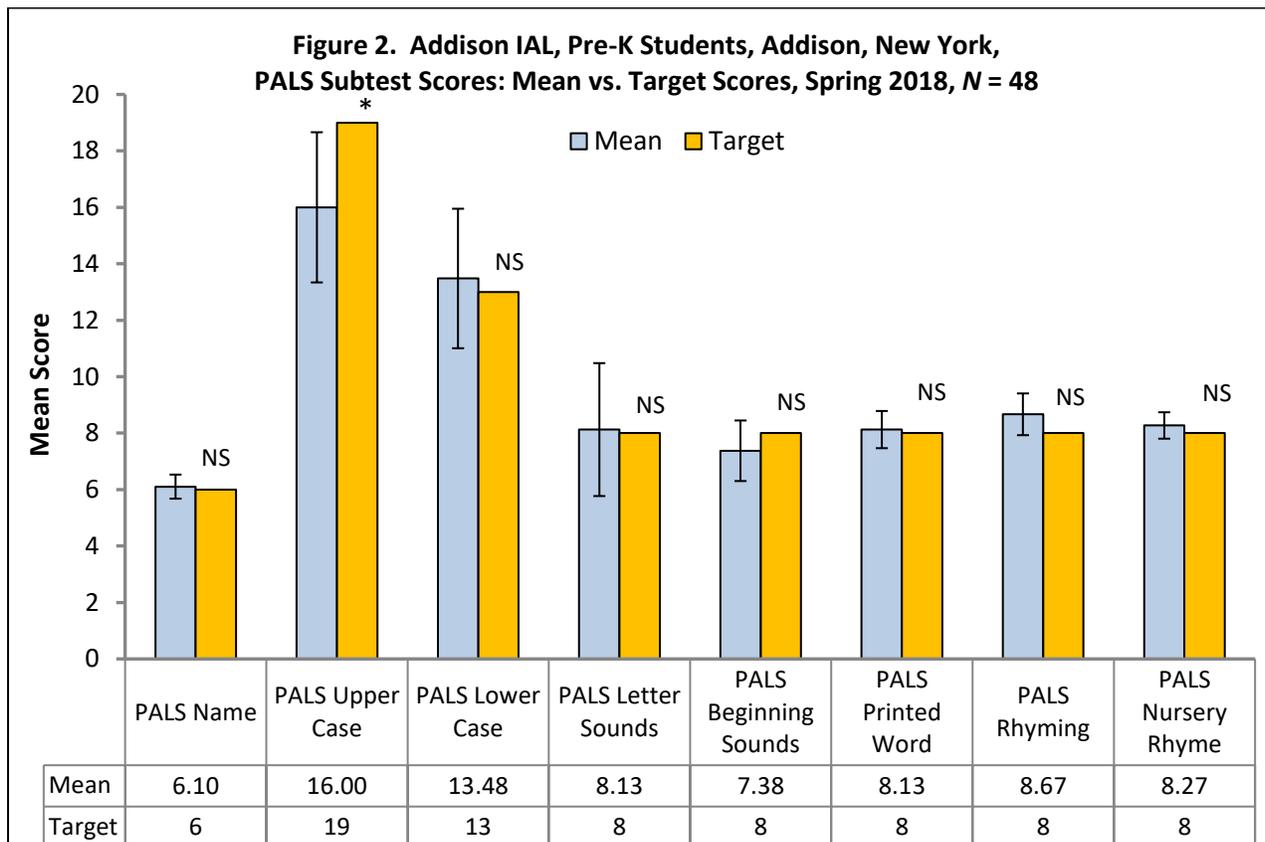
Both grant years produced strong results on the pre-K PPVT and PALS assessments. In most cases, however, the percent of students achieving targets for each measure was lower than the four years prior to this round of IAL grant funding (see table 3).

Figures 1 through 3 present the overall PPVT and PALS results for 2017–2018. The results are similar to those previously reported for 2016–2017.

- Most Addison pre-K students (90%, n=38, aged four years) scored 85 or higher on the PPVT test in fall 2017 (figure 1). By spring 2018, 95% (n=37) of the students scored 85 or more points on this test. For reference, 75% of four-year-olds in federally-funded ERF programs scored 85 or higher on the PPVT test for the period 2004–2007.
- About one-third of Addison pre-K students (32%, n=37) increased their PPVT scores by four or more points between fall 2017 and spring 2018. This is lower than the reference for students in federally-funded ERF programs in 2004–2007 (62%), but is not surprising, because the high baseline PPVT scores may limit the margin for fall-to-spring improvement.
- In spring 2018, 54% (n=48) of the pre-K students correctly identified nineteen or more uppercase letters on the PALS test, up from 23% (n=48) for the fall 2017 test.

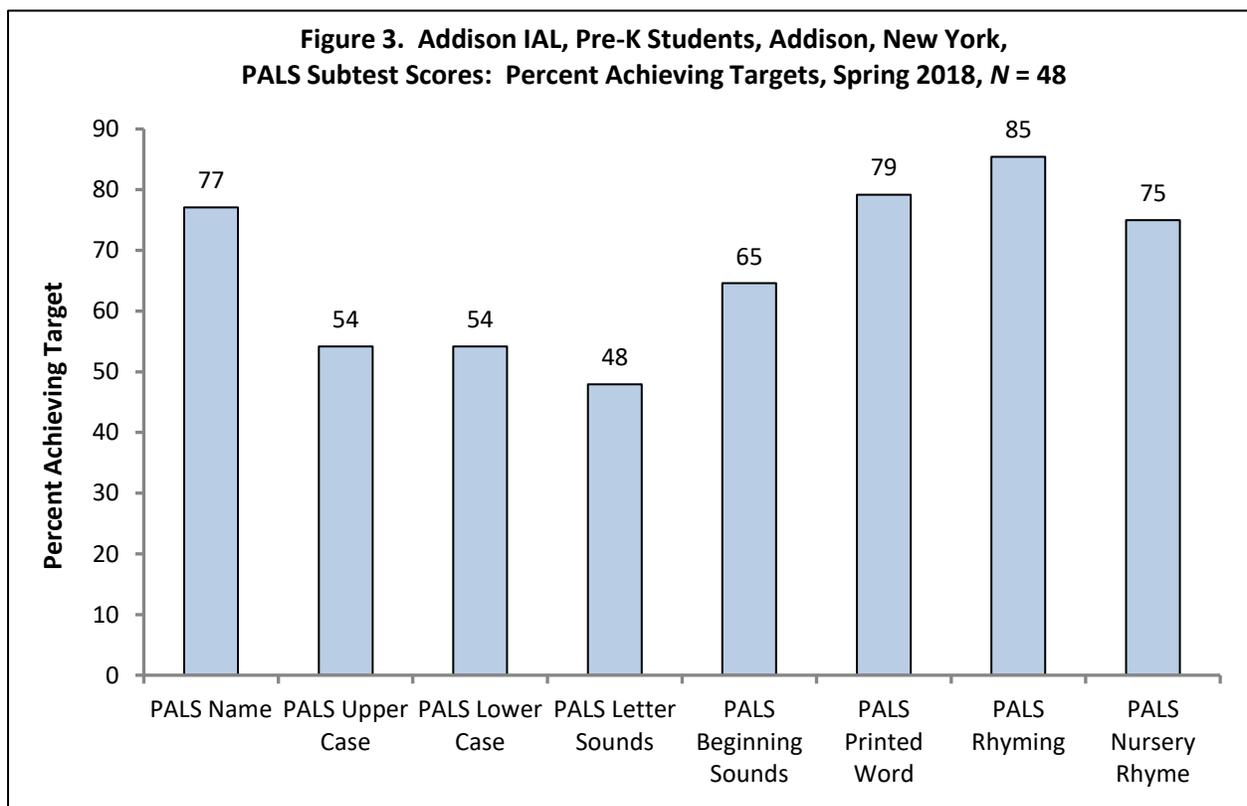


PALS Sub-Test Scores



Error bars represent ± 2 standard errors around the mean. *Mean is significantly greater than target, $\alpha = .05$. NS = not a statistically significant difference.

- Mean PALS subtest scores for Addison pre-K students in spring 2018 were not significantly different from target scores for all PALS subtests, except for Upper Case, which was significantly lower than the target (figure 2).
- As shown in figure 3, 75% or more of the students achieved the spring 2018 targets for the following PALS subtests (figure 3): Name (77%), Printed Word (79%), Rhyming (85%), and Nursery Rhyme (75%).
- The percentage of pre-K students who met or exceeded targets for the other PALS subtests ranged from 48% (Letter Sounds) to 65% (Beginning Sounds).



**Table 3. Spring Test Scores in Relation to Target Scores
Pre-K IAL Program, Addison NY, 2013–2018**

		Mean						Achieved Target (%)					
Test	Target	2018	2017	2016	2015	2014	2013	2018 N**	2017 N***	2016 n=49	2015 n=52	2014 n=50	2013 n=35
PPVT	85	101.6	110	108.7	110.0	108.9	113.2	95.0	97.0	98.0	98.1	100	100
PPVT Increase	4	1.8	5.1*	4.4	0.9	0.0	3.6	32.0	29.0	47.9	34.6	38.0	57.1
PALS Name	6	6.1	5.9	6.4	6.9	6.2	6.4	77.0	78.0	91.8	92.3	84.0	97.1
PALS Upper Case	19	16	18.6	19.1	18.6	19.0	21.3	54.0	56.0	61.2	61.5	60.0	71.4
PALS Lower Case	13	13.5	16.4	17.0	16.1	16.3	18.8	54.0	66.0	71.4	63.5	64.0	77.1
PALS Letter Sounds	8	8.1	10.8	12.4	13.0	11.7	14.2	48.0	56.0	63.3	73.1	64.0	74.3
PALS Beginning Sounds	8	7.4	7.5	8.2	8.9	8.3	9.2	65.0	64.0	77.6	86.5	72.0	88.6
PALS Printed Word	8	8.1	8.6	9.0	8.9	8.7	9.3	79.0	76.0	87.8	82.7	82.0	88.6
PALS Rhyming	8	8.7	8.6	8.2	8.3	8.7	8.7	85.0	78.0	79.6	76.9	80.0	74.3
PALS Nursery Rhyme	8	8.3	7.4	8.8	8.5	7.6	8.9	75.0	56.0	83.7	78.8	52.0	80.0

*The PPVT increase mean was 5.1; with nine (out of thirty-one with both a fall and spring test score) or 29% gaining four or more points. Sixteen out of thirty-one, or 52%, had a lower PPVT score in spring than in fall, but they were all still well over the target of 85

** PPVT Spring 2018 n=37; PAL spring 2018 n=48.

***PPVT spring 2017 n=32 PPVT; PAL spring 2017 n= 50

Kindergarten

**Table 4. Kindergarten STAR EL Assessments
Addison IAL Program, Spring 2018**

Statistic	STAR EL
M	621.5
SD	98.5
Median	623
SEM	11.4
Target Score	685
Achieved Target (%)	24.3
N	74

The mean STAR EL score for spring 2018 was 622. About 24% of kindergarten students achieved the spring target STAR EL score (685).

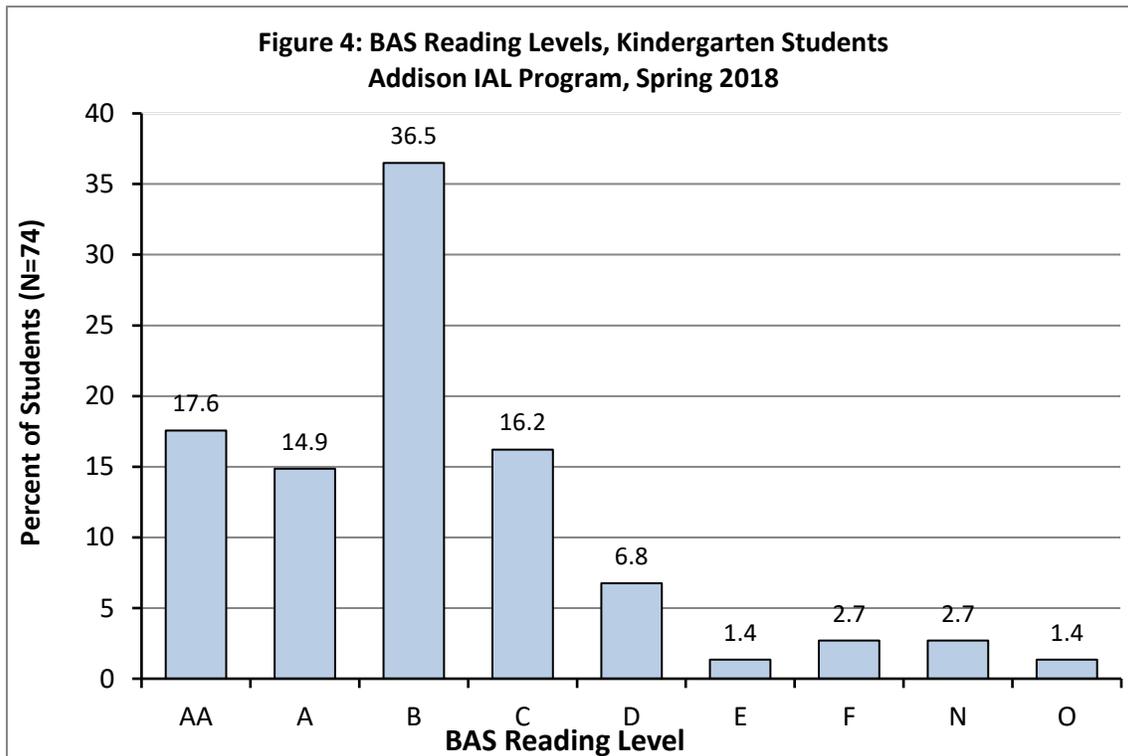
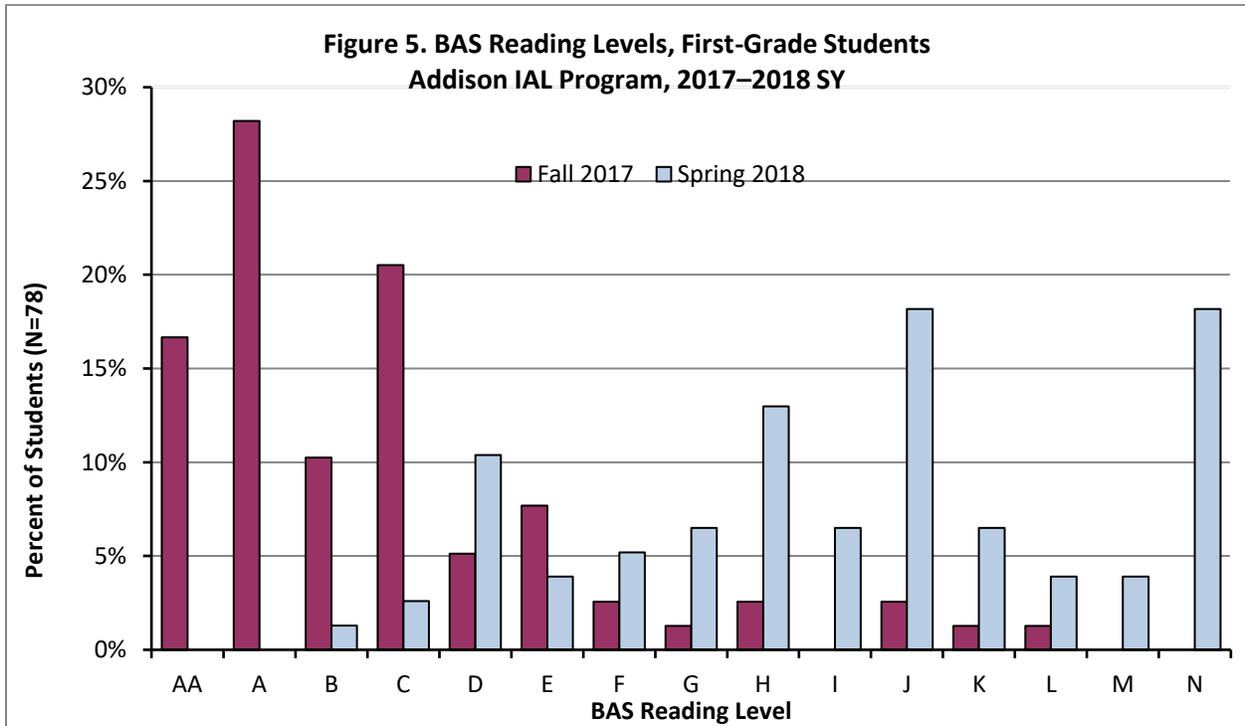


Figure 4 shows the distribution of BAS reading levels for the Addison IAL kindergarten students in spring 2018. The modal level in spring 2018 was B, which represented 37% of students, and 31% of students were reading at level C or higher. About 18% of students tested at level AA in spring 2018.

First Grade

The distributions of BAS reading levels for the Addison IAL first-grade students in fall 2017 and spring 2018 are shown in figure 5. The modal level in fall 2017 was A, which represented 28% of students. About 24% of first-graders were reading at or above the target level (D) in fall 2017. In spring 2018, the modal level for reading scores was J, which represented 18% of students. About 57% of students were reading at or above the target level (J) in spring 2018.



**Table 5. Grade 1 STAR Reading Scores
Addison IAL Program, 2017–2018**

Statistic	Fall 2017	Spring 2018
M	583.0	755.7
SD	115.6	75.3
Median	576.0	773.5
SEM	13.2	8.5
Target Score	611	742
Achieved Target (%)	37.7	61.5
N	77	78

The mean STAR reading score for first-grade students in fall 2017 was 583, and 38% of students scored at or above the target level (611) (table 5).

In spring 2018, the mean STAR reading score was 756; 62% of first-grade students scored at or higher than the target in spring 2018.

**Table 6. Students Achieving STAR Target in First Grade, Compared to Performance in Kindergarten
Addison IAL Program, 2017–2018**

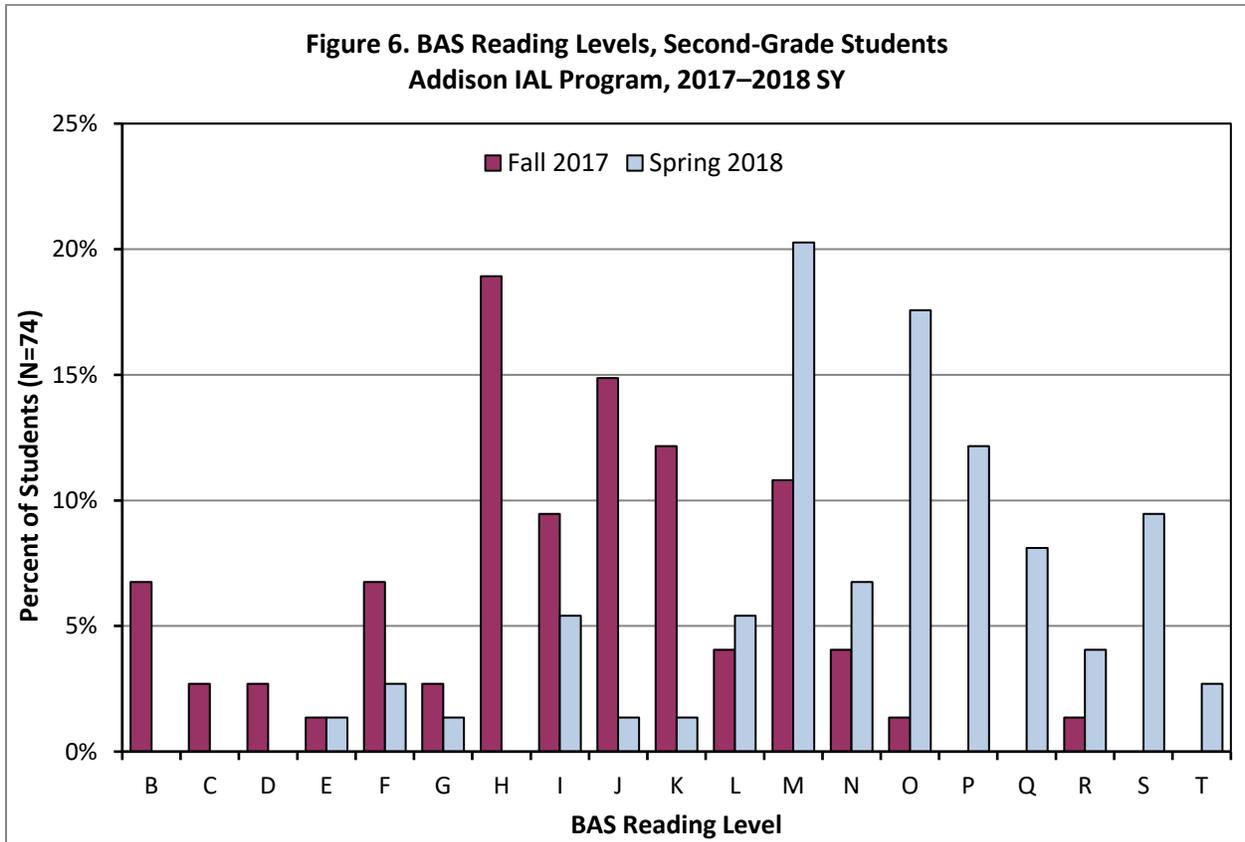
STAR K Target	STAR 1st Target		TOTAL
	No	Yes	
No	22	17	39
Yes	2	27	29
TOTAL	24	44	68

Table 6 shows the number of students who scored at or above target on their first-grade spring 2018 STAR tests, compared to their performance in kindergarten the previous year. Performance between years is strongly associated; 93% of students (twenty-seven out of twenty-nine) who were on target in kindergarten were also on target at the end of first grade, and 56% of students (twenty-two out of thirty-nine) who were below the kindergarten target were also below the first-grade target.

There was an overall trend toward improvement between kindergarten and first grade. About 44% of students who failed to meet the STAR target in kindergarten achieved the target at the end of first grade. Only 7% of students who met the target in kindergarten failed to meet the target in first grade.

Second Grade

The distributions of BAS reading levels for the IAL second-grade students in fall 2017 and spring 2018 are shown in figure 6. The modal level in fall 2017 was H, which comprised 19% of students. About 49% of second-graders were reading at or above the target level (J) in fall 2017. In spring 2018, the mode for reading scores was M, which represented 20% of students. About 81% of students were reading at or above the target level (M) in spring 2018



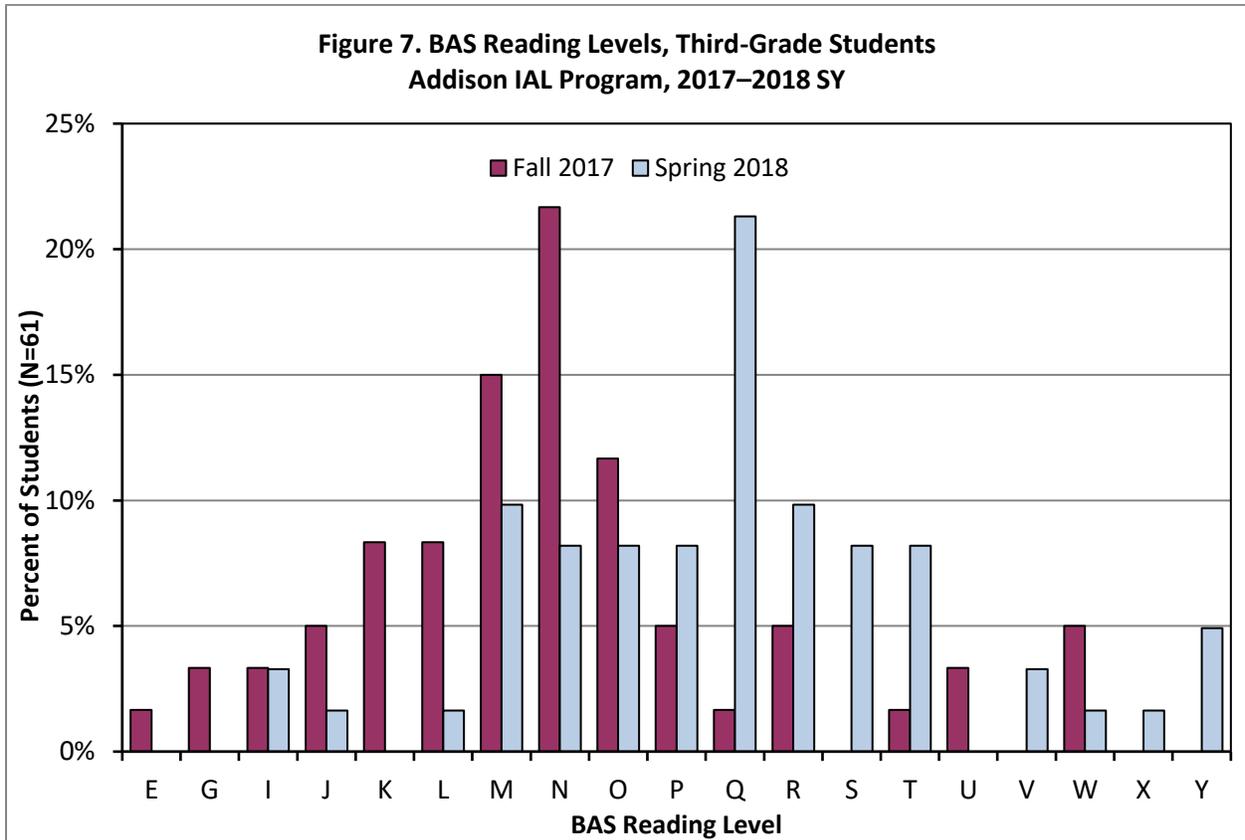
The mean STAR reading score for second-grade students in fall 2017 was 727, and 37% of students scored at or above the target level (768) (table 7). In spring 2018, the mean STAR reading score was 830, and the median was 841, both of which were above the spring target (827). In spring 2018, 61% of second-grade students scored at or higher than the target (827).

**Table 7. Grade 2 STAR Reading Scores
Addison RTL Program 2017–2018**

Statistic	Fall 2017	Spring 2018
M	727.4	829.6
SD	90.6	52.2
Median	740.5	841.0
SEM	10.5	6.1
Target Score	768	827
Achieved Target (%)	36.5	60.8
N	74	74

Third Grade

The distributions of BAS reading levels for the IAL third-grade students in fall 2017 and spring 2018 are shown in Figure 7. The modal level in fall 2016 was N, which comprised 22% of students. About 70% of third-graders were reading at or above the target level (M) in fall 2017. In spring 2018, the modal reading level was Q, which represented 21% of students. About 67% of students were reading at or above the target level (P) in spring 2018.



The mean STAR reading score for third-grade students in fall 2017 was 318, which was notably higher than the fall target (261); 70% of students scored at or above the fall target level (table 8). The median score (fiftieth percentile) for fall 2017 was 321.

In spring 2018, the mean STAR reading score for third-grade students was 415, which was also well above the spring target (332). The median score for spring 2018 was 415, also above the spring target. In spring 2018, 90% of third-grade students scored at or higher than the target (332).

**Table 8. Grade 3 STAR Reading Scores
Addison IAL Program 2017–2018**

Statistic	Fall 2017	Spring 2018
M	318.4	414.7
SD	126.8	117.1
Median	321.0	415.0
SEM	16.4	15.0
Target Score	261	332
Achieved Target (%)	70.0	90.2
N	60	61

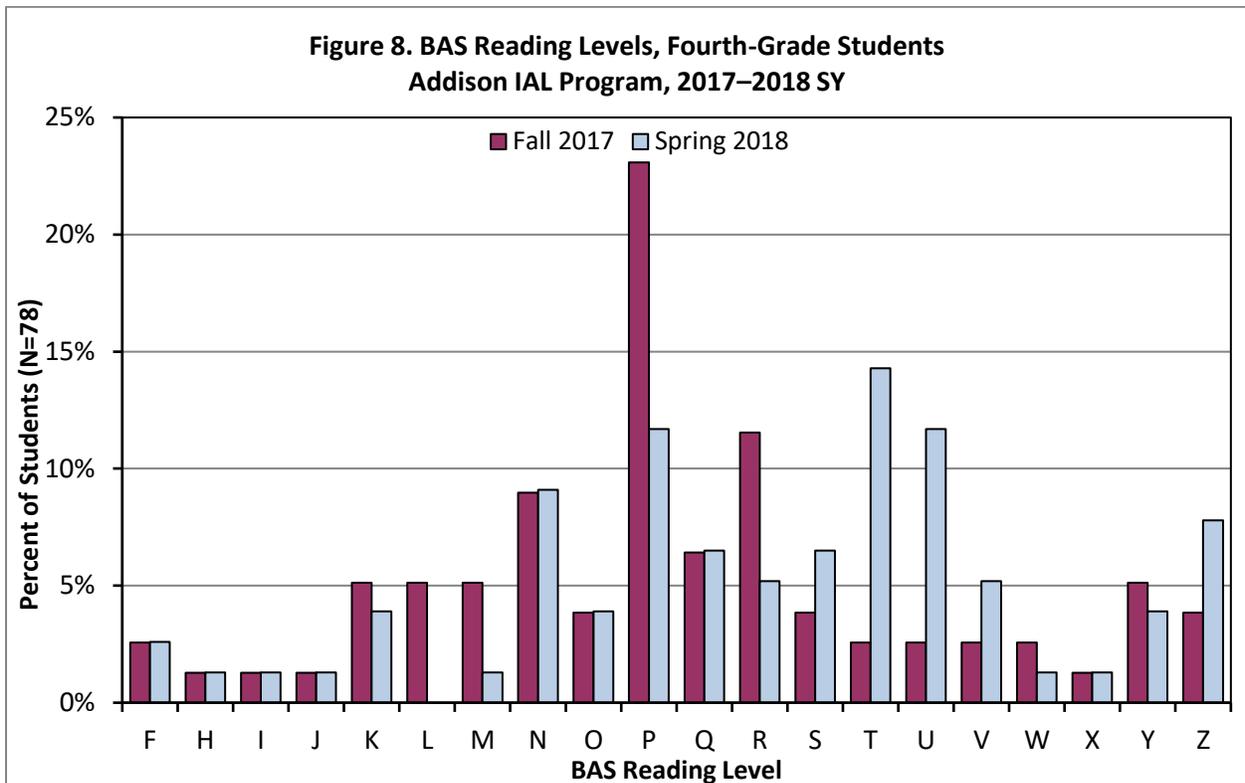
About 30% and 43% of the third-grade students scored at Levels 1 and 2, respectively, on the spring 2018 NYS ELA tests (table 9). About 27% scored at Level 3 or 4 (proficient).

**Table 9. NYS ELA Scores, Grade 3
Addison IAL Program, Spring 2018**

Level	Number	Percent
1	14	29.8
2	20	42.6
3	12	25.3
4	1	2.1
Missing	15	—
Total	74	100

Fourth Grade

The distributions of BAS reading levels for the fourth-grade students in fall 2017 and spring 2018 are shown in figure 8. The modal level in fall 2017 was P, which comprised 23% of students. About 65% of fourth-graders were reading at or above the target level (P) in fall 2017. In spring 2018, the modal reading level was T, which represented 14% of students. About 52% of fourth-grade students were reading at or above the target level (S) in spring 2018.



**Table 10. Grade 4 STAR Reading Scores
Addison IAL Program 2017–2018**

Statistic	Fall 2017	Spring 2018
M	390.2	524.1
SD	190.5	210.3
Median	370.5	510.0
SEM	21.6	24.0
Target Score	357	409
Achieved Target (%)	59.0	77.9
N	78	77

In fall 2017, the mean STAR reading score was 390, and the median score was 371 (table 10). About 59% of fourth-graders achieved the fall target score of 357.

The mean STAR reading score in spring 2018 was 524, and the median score (fiftieth percentile) for spring 2018 was 510. About 78% of fourth-grade students achieved the spring 2018 target STAR score of 409.

**Table 11. NYS ELA Scores, Grade 4
Addison IAL Program, Spring 2018**

Level	Number	Percent
1	39	51.3
2	28	36.8
3	6	7.9
4	3	4.0
Total	76	100

About 51% of fourth-grade students scored at Level 1 on the NYS ELA tests in spring 2018, and 37% scored at Level 2 (table 11). About 12% of fourth-grade students scored at proficient levels (Levels 3 and 4).

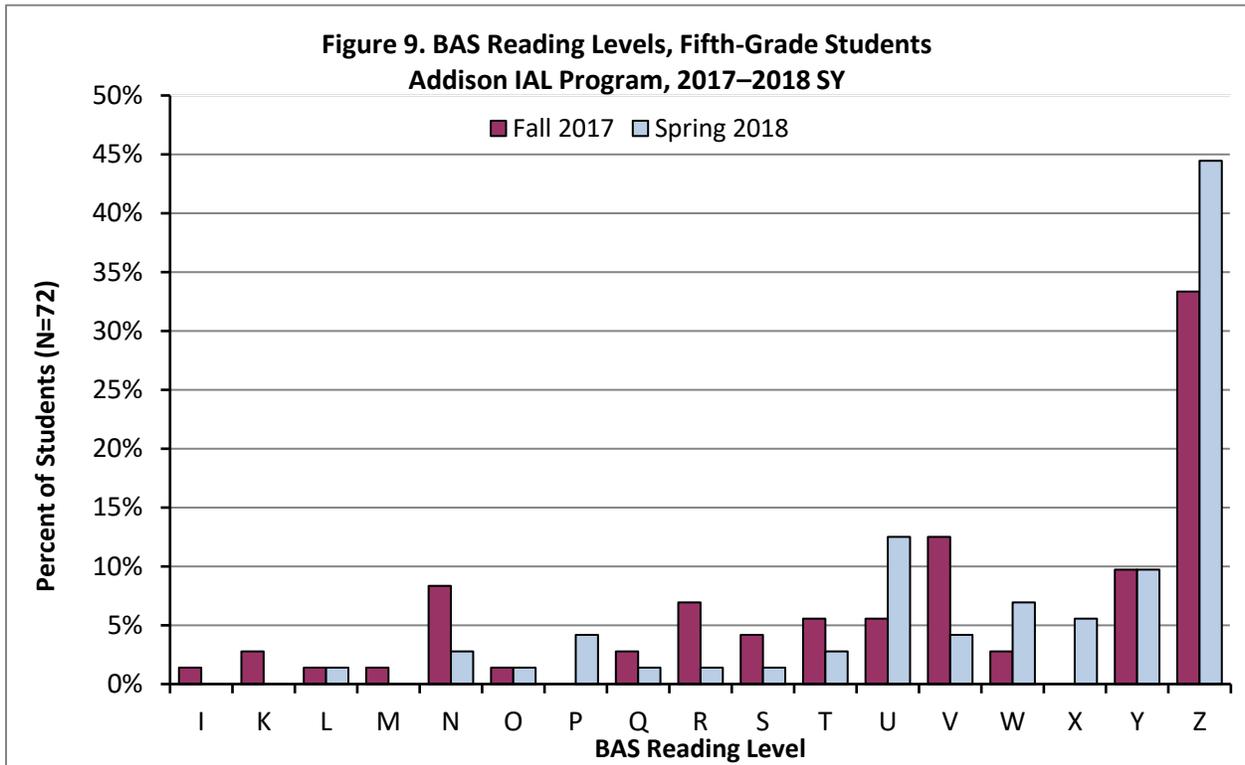
**Table 12. Student Change in NYS ELA Scores Between Third and
Fourth Grade, Spring 2017 vs. Spring 2018**

		4th Grade				Row Total		Pct. Advancing
		1	2	3	4			
3rd Grade	1	32	9	1	0	42	23.8	
	2	5	13	2	0	20	10.0	
	3	0	5	2	1	8	12.5	
	4	0	0	0	1	1	0.0	

Table 12 shows within-student change in ELA scores at fourth grade compared with third grade. Overall, thirteen of seventy-one students (18.3%) showed improvement in their ELA scores in fourth grade. On the other hand, ten (14.1%) had lower ELA scores in fourth grade than they did in third grade. The majority (67.6%) of students scored at the same ELA level in third and fourth grade.

Students at ELA Level 1 in third grade showed the greatest rates of improvement in fourth grade; ten of the forty-two students at Level 1 (23.8%) improved their ELA scores in fourth grade

Fifth Grade



The distributions of BAS reading levels for the fifth-grade students in fall 2017 and spring 2018 are shown in figure 9. The modal level in fall 2017 was Z, which comprised 33% of students. About 74% of fifth-grade students were reading at or above the target level (S) in fall 2017. In spring 2018, the modal reading level was again Z, which represented 44% of students. About 71% of fifth-grade students were reading at or above the target level (V) in spring 2018.

**Table 13. Grade 5 STAR Reading Scores
Addison IAL Program 2017–2018**

Statistic	Fall 2017	Spring 2018
M	529.0	702.8
SD	188.8	229.1
Median	539.0	683.5
SEM	22.3	27.0
Target Score	453	499
Achieved Target (%)	66.7	88.9
N	72	72

The mean and median STAR reading scores for fifth-grade students in fall 2017 were 529 and 439, respectively (table 13). Both of these measures were above the target score of 453 for fifth-graders. In fall 2017, 67% of fifth-graders achieved or exceeded the target score of 453.

In spring 2018, the mean STAR reading score was 703, which exceeded the spring target score (499); the median score was 684, i.e. half of the fifth-graders had scores greater than or equal to 684. About 89% of fifth-grade students achieved the target score of 492 in spring 2018.

**Table 14. NYS ELA Scores, Grade 5
Addison IAL Program, Spring 2018**

Level	Number	Percent
1	24	35.8
2	26	38.8
3	16	23.9
4	1	1.5
Total	67	100.0

About 36% of fifth-grade students scored at Level 1 on the NYS ELA tests in spring 2018 and another 39% scored at Level 2 (table 14). About 25% scored at proficient levels (Levels 3 and 4).

**Table 15. Student Change in NYS ELA Scores
Between Fourth and Fifth Grade, Spring 2017 vs. Spring 2018**

		5th Grade ELA Level				Row Total		Pct. Advancing
		1	2	3	4			
4th Grade ELA Level	1	11	12	1	0	24	54.2	
	2	4	10	8	0	22	36.4	
	3	0	3	7	0	10	0.0	
	4	1	0	0	1	2	0.0	

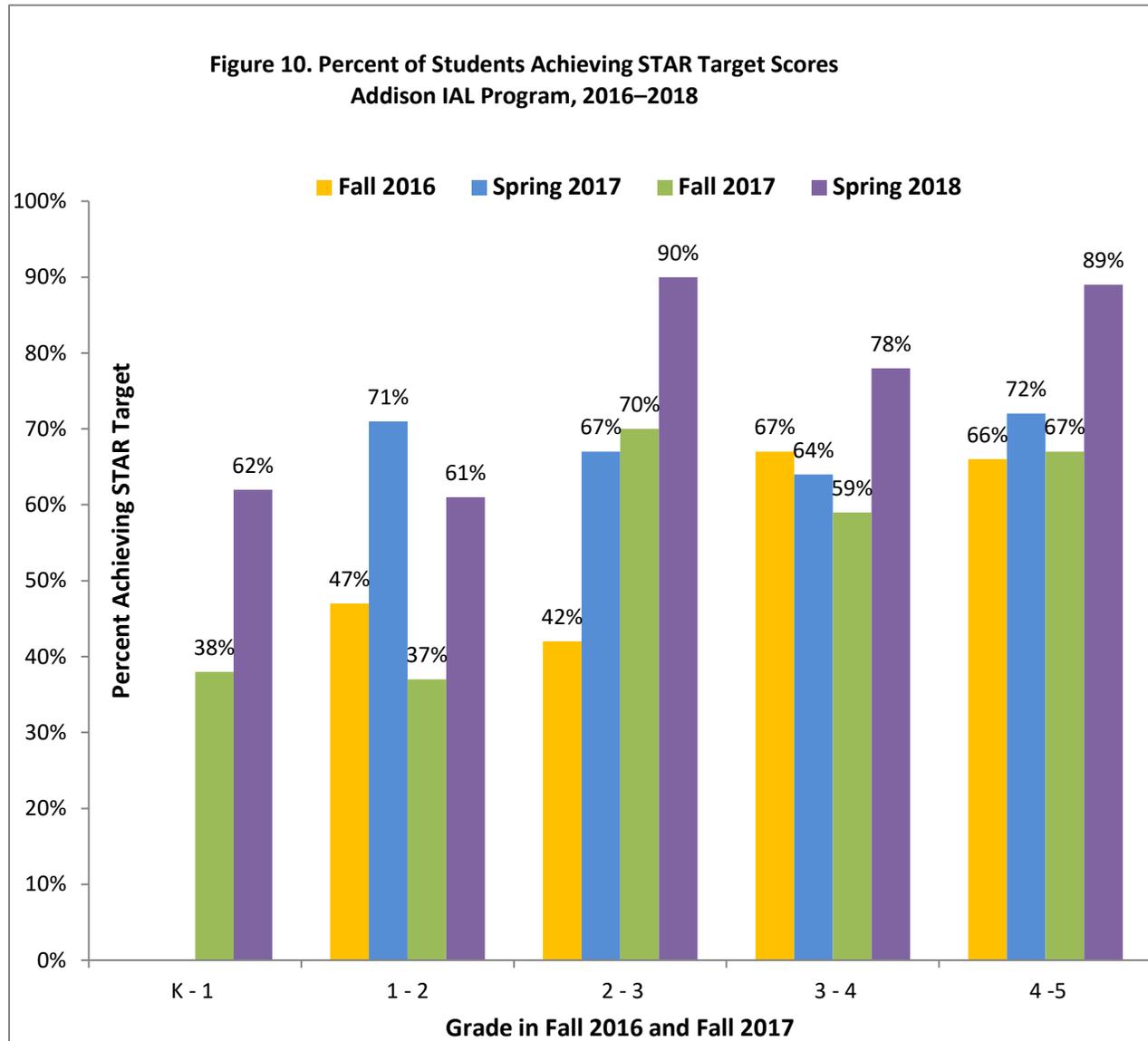
There was a trend towards improvement in ELA scores between fourth and fifth grades. Overall, 36% of

fifth-grade students (twenty-one out of fifty-eight) improved their NYS ELA scores in spring 2018, compared to their scores in fourth grade (table 15). About 14% of fifth-graders (eight students out of fifty-eight) scored lower on their ELA tests, compared to their fourth-grade scores. About 50% of students scored at the same levels on their fourth- and fifth-grade ELA tests.

Fourth-graders who scored at Levels 1 and 2 showed the most improvement in the following year; 54% of fourth-graders who scored at Level 1 scored at Level 2 or higher in the fifth grade. About 36% of students who scored at Level 2 in fourth grade improved their ELA scores in fifth grade.

Grades K-5: Percent Achieving STAR Target Scores

Figure 10 displays the percentage of students achieving the district target scores on the STAR reading assessment for fall and spring in both 2017 and 2018. Only the first-to-second-grade cohort had a lower percentage of students achieving their target in spring 2018 as compared to spring 2017. The 2018 third- and fifth-grade cohorts both had approximately 90% of students reaching the district targets in spring 2018, while the first- and second-grade cohorts had just over 60% achieving their targets in spring 2018.



CONCLUSIONS & RECOMMENDATIONS

Summary of Implementation Findings Related to Program Goals

Goal 1: Early Childhood

Children birth to age five will develop pre-literacy skills and enter kindergarten ready for success.

Addison CSD's strategy for developing early literacy skills within this young population during the previous IAL grant cycle was to improve the capacity and quality of instruction and literacy supports across the community—both in the home and among early childhood teachers and staff. The R2R program for 2016–2018 built on their previous success by reaching out to families whose children were not yet part of any formal early childhood system.² The program facilitated the implementation of universal screening to ensure that children who need extra supports receive early intervention for kindergarten readiness. The evaluation found that a culture of literacy has been well established through increased community support and capacity, but the program continues to face coordination issues between the district and the Head Start administration that need to be resolved in order to reach the objective of increased enrollment in early childhood programming.

Goal 2: Elementary School

Students in kindergarten through sixth grade will demonstrate growth in literacy skills and improve reading comprehension and writing to support their achievement of the New York State Learning Standards.

The Addison IAL program has put forth substantial effort over the past two years to focus more attention on the development of basic literacy skills and to provide relevant professional development for classroom teachers. The grant activities within this goal area have promoted 1) increased use of data-driven practices to more effectively address the wide spectrum of student needs and 2) optimized use of the considerable resources the elementary school library now offers. The evaluation found all program components are being implemented with fidelity, and the staff and professional development consultant are optimistic that, with a continued commitment by the district to support research-based reading instruction, they will see a significant improvement in student assessment scores and reading proficiency within the next two years.

² A persistent concern has been that 25% of eligible students are beginning kindergarten with no pre-K experience and are more likely to test below benchmark than their peers who have been part of early childhood programs. (District figures as presented in IAL grant application.)

Goal 3: Access to Literature

All students will have increased access to literature and informational texts, in multiple formats, appropriate for age and skill level.

The focus of this goal was to continue the successful efforts, undertaken in the previous IAL grant, to get more books into children's hands. Increased availability, distribution, and access to literacy resources were evident during the evaluation site visits and in project records. The improvements to both Valley and Tuscarora library facilities and programming was considerable and impressive. Additionally, the grant successfully distributed books to children, families, child care settings, classrooms and community partners.

Goal 4: Teacher Knowledge and Skills

Teachers will increase their knowledge and skills for using instructional strategies that foster reading comprehension skills among students.

Goal 4 aligns with the IAL grant priority of supporting a comprehensive effort to improve teaching and learning along with maintaining rigorous academic standards for students. It responds to the high number of Addison CSD students identified as Tier 2 learners (75% need some intervention to reach benchmark) and teachers feeling overwhelmed in their attempts to meet the spectrum of needs. The evaluation found that the district has established a foundation for increased use of assessment data to support best practices for differentiated instruction. The professional development activities were appropriately targeted and well received by teachers. Some risk in efficacy of these practices over the long term exists, however, given the high number of assessment mechanisms in place, the large size of some classes, and the lack of a consistent schoolwide approach to literacy. Teachers were using data for differentiated instruction, but the data gathering systems are still being established for determining the extent of use.

Summary of Outcome Findings

Less than a majority of students achieved a score of reading proficiency (level 3 or 4) on the spring 2018 New York State ELA assessment; 27% of the third-grade cohort, 12% of the fourth-grade cohort and 25% of the fifth-grade cohort scored a level 3 or 4. There was some growth over the previous year however; 18% of the spring 2018 fourth-graders and 36% of the spring 2018 fifth-graders improved their NYS ELA scores compared to their scores in spring 2017.

There was more growth documented overall on the STAR assessment. A higher percentage of this year's third, fourth and fifth-graders achieved the District's target score as compared to the previous year.

- 90% of the spring 2018 third-graders achieved the STAR target score as compared to 67% of that same cohort in spring 2017 when they were in second grade.

- 78% of the spring 2018 fourth-graders achieved the STAR target score as compared to 64% of that same cohort in spring 2017 when they were in third grade.
- 89% of the spring 2018 fifth-graders achieved the STAR target score as compared to 72% of that same cohort in spring 2017 when they were in fourth grade.

The percent of students for year two of this grant that achieved target scores on each of the **spring 2018** reading assessments are as follows:

Pre-K, Four-Year-Old Students

- 95% achieved the target of eighty-five or higher on the PPTV; 32% increased their PPVT score by four or more points from fall to spring.
- 54% (n=48) of the pre-K students correctly identified nineteen or more upper-case letters on the PALS test, up from 23% (n=48) for the fall 2017 test.
- 75% to 85% of the students achieved the spring 2018 targets for Name, Printed Word, Rhyming, and Nursery Rhyme PALS subtests.

Kindergarten Students

- 37% of students were reading at BAS level B, and 31% were reading at the C level or higher.
- 24% achieved the target score of 685 on the STAR Early Language assessment.

Grade 1 Students

- 57% were reading at or above the spring target level of J on the BAS.
- 62% achieved the target score on the STAR assessment.
- 44% of students who failed to meet the STAR target in kindergarten achieved the target at the end of first grade.

Grade 2 Students

- 81% were reading at or above the spring target level of M on the BAS.
- 61% achieved the spring target score of 827 on the STAR assessment.

Grade 3 Students

- 67% were reading at or above the spring target level of P on the BAS.
- 90% achieved the spring target score of 332 on the STAR assessment.
- 27% scored at proficient levels (25% at Level 3, 2% Level 4) on the NY State ELA assessment.

Grade 4 Students

- 52% were reading at or above the spring target level of S on the BAS.
- 78% achieved the spring target score of 409 on the STAR assessment.

- 12% scored at proficient levels (8% at Level 3, 4% Level 4) on the NY State ELA Assessment.
- The majority (67.6%) of these students scored at the same ELA level in both third and fourth grade; 18% showed an improvement and 14% declined.

Grade 5 Students

- 71% were reading at or above the spring target level of V on the BAS.
- 89% achieved the spring target score of 499 on the STAR assessment.
- 25% scored at proficient levels (24% at Level 3, 1.5% Level 4) on the NY State ELA assessment.

Over a third (36%) of these fifth-grade students improved their NYS ELA scores in spring 2018, compared to their scores in fourth grade. Fifty percent (50%) scored at the same ELA level in fourth and fifth grade, and 14% declined.

Recommendations

We offer the following recommendations, while recognizing many of these items have been suggested and discussed over the last twelve months and some are underway.

Maximize library resources to support classroom instruction.

- Provide an annual orientation or overview for all classroom teachers on all the available library resources. This should include both resources for students and supports for classroom instruction.
- Create more formal and regular communication procedures and coordinated planning opportunities between classroom and library staff to facilitate support of the classroom lessons by the library staff.

Commit additional investment and support of instructional staff to achieve a unified approach for reading instruction and student success.

- Pursue funding to sustain high-quality professional development and coaching to assure teachers at all levels (and particularly for grades K–5) are skilled and confident in administering and using assessments, monitoring student progress, and practicing research-based literacy instruction.
- Encourage and support teachers to keep up-to-date with reading research as well as news among New York educators (for example, professional association newsletters and education journals), as they seem to be isolated and unaware of statewide developments and trends.
- Consider offering professional development for district administrators about language and early literacy development, the role of early education, and the various resources, strengths, and curricula offered by Head Start, Early Head Start, Healthy Families, and other community partners for early childhood and family literacy.

- Work with the newest professional development consultant to institute a schoolwide approach and program for reading instruction. Build continuity and consistency from one grade to the next. Establish clear expectations and sequencing of skills.

Strengthen the district partnership with ProAction Head Start/Early Head Start

- Create a coordinated and collaborative approach so these program options are seamless for families and all children in need of a formal pre-K experience have that opportunity.
 - a. Convene a planning process with administrators and teaching staff from ProAction and the district's early childhood team to strengthen this working relationship. Consider the use of a trained facilitator to review the benefits as well as the challenges for this collaboration.
 - b. Develop a strategic plan to take full advantage of both systems and to offer more services to the birth-to-five population both in the home and at the Valley School.
 - c. Consider strategies and building-wide policies that integrate these programs and promote unity rather than competition. This might start with symbolic gestures or simple measures such as planning classroom visits between the two programs, school events, or lessons that involve all children in the building of the same age, and policies to promote consistency for playground schedules and rules, classroom meals, and teeth brushing.

Extend the efforts for parent education and engagement beyond birth to age 5.

- Build on the existing work with early childhood and after-school partners to educate parents on their important role in the ongoing development of language and literacy skills among their children. Consider launching a community-wide advocacy and public education campaign. Target all parents, but especially those of school-aged children, to become active partners in supporting daily school attendance, homework completion, reading at home, and participation in literacy events.
- Provide additional supports and trainings to teachers on how to engage parents in their child's education.

APPENDICES

APPENDIX A Addison IAL Logic Model

APPENDIX B IAL Community Literacy Events

APPENDIX C 2018 Addison IAL Teacher Survey Summary

Logic Model for Addison CSD Innovative Approaches to Literacy, Ready to Read and Succeed (R2R) Project

R2R is a federally funded Innovative Approaches to Literacy program designed to build capacity within the Addison School District and the greater Addison community. R2R facilitates reading readiness and social skills development for children from birth to age five, strengthens literacy skills development, and improves reading comprehension and writing for students through grade six.

Addison Innovative Approaches to Literacy (IAL) comprised four goals:

1. Children birth to age five will develop pre-literacy skills and enter kindergarten ready for success.
2. Students in kindergarten through grade 6 will demonstrate growth in literacy skills and improve reading comprehension and writing to support their achievement of the New York State Learning Standards
3. All students will have increased access to literature and informational texts in multiple formats appropriate for their age and skill level.
4. Teachers will increase their knowledge and skills for using instructional strategies that foster reading comprehension among students.

Program Components	Outputs	Short-/Intermediate-Term Outcomes	Long-Term Outcomes
<p>A. Collaborate with the Pathways to Success coalition and early childhood partners to implement universal screening using the DIAL-4, facilitate home–school connections, and support the development of pre-literacy skills in the home.</p> <p>B. Collaborate with Early Head Start (EHS), Healthy Families (HF), and the Jennie Mose Family Resource Center (FRC) to facilitate home–school connections.</p> <p>C. Hire a community outreach liaison to work with early childhood partners to identify families not enrolled in an early childhood program and to promote language literacy development activities in the home.</p> <p>D. Increase family and student access to a wide range of literacy resources (print</p>	<ul style="list-style-type: none"> • DIAL-4 kits supplied to all EHS, HF, and FMC early childhood service providers • Training provided to all providers on the application of the DIAL-4 screening tool • Training (3 hours) provided to EHS, HF, and JMFRC staff for administration of the DIAL-4 • Training (1 day) provided to EHS, HF, and JMFRC staff with the educational consultant • Enrollment and participation by families in child development services/community events 	<ul style="list-style-type: none"> • 90% of children will be assessed using the DIAL-4 screening tool to identify potential delays prior to entering kindergarten. • Parents and daycare providers will improve their knowledge and skills to support children’s healthy development, including pre-literacy skills. • The number of students entering kindergarten with no pre-K experience or sustained enrollment in child development services will be reduced. • 100% of student participants will receive at least one free, grade- and 	<ul style="list-style-type: none"> • DIAL-4 assessment scores will show an increase of 14% in the number of children who enter kindergarten at age level. • The percentage of third- and fourth-grade students achieving proficiency on the NYS ELA assessment will increase each year.

<p>and electronic) through book giveaways, improved library collections, and technology use in classrooms and home visits.</p> <p>E. Implement instructional practices to strengthen literacy skills and support the achievement of NYS Learning Standards, aligned with the Common Core through differential instruction. Specific strategies include:</p> <ul style="list-style-type: none"> i. provision of high-quality professional development with coaching as appropriate ii. expanded the use of Fountas & Pinnell Leveled Literacy Intervention (LLI) system for reading intervention. iii. use of assessment data (STAR, BAS, Unit assessments) to inform instruction. <p>F. Use and coordinate expanded library resources with classroom instruction; transform Valley library into a learning space.</p> <p>G. Offer a Summer Literacy Academy for students approaching benchmark.</p>	<ul style="list-style-type: none"> • Books distributed for take-home libraries (targets: birth through age 3, 15 books/child; Pre-K through third grade, 20 books/child; grades 4–6, \$ allotment for books to purchase) • Print materials added to library collections in book and digital form. • Expanded use of the Fountas & Pinnell Leveled Literacy Intervention (LLI) within all K–6 classrooms to differentiate instruction for Tier 2 students. • More technology integrated into instruction within all K–6 classrooms and used to differentiate instruction for students needing intervention. • In-class supports in place: literacy intervention specialists, BOCES instructional support, library media staff. • All assessments administered as scheduled. • Numbers of PD sessions completed and school staff trained. 	<p>language-appropriate book of their own GPRA.</p> <ul style="list-style-type: none"> • 100% of participating schools will increase their book-to-student ratios from the previous year GPRA. • K–6 students will show statistically significant fall-to-spring increases in reading with understanding through the development of age-appropriate skills. • All teachers will increase their knowledge, skills, and practice of instructional strategies that foster the development of reading comprehension. • Library collection reports will show a decrease in the average age of books by five years. • Classroom teachers and LIS will use assessments to form small groups and inform instruction. • There will be a statistically significant increase in oral language skills among four-year-old pre-K students as measured by a <i>4-point gain on the PPVT-IV assessment from fall to spring GPRA</i>. • 25% of fourth-grade students will demonstrate growth in achievement over the past year GPRA. 	
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Appendix B — Addison IAL Community Literacy Events

Addison IAL Community Literacy Log 2016–2017				
2016–2017 Event	Date	Location	# Attended	Notes, Outcomes, or Feedback
Pre-K Orientation	9/13/16	Valley	93	Book Giveaway
PTA/IAL Ice Cream Social	9/15/16	Tuscarora Elementary	89	Book Giveaway
Tuscarora Open House	9/29/16	Tuscarora Elementary	390	Book Giveaway
Valley Open House	10/6/16	Valley	132	Book Giveaway/Book Fair
Grandparent Luncheon	10/18- 21/16	Tuscarora	95	Book Giveaway/Information
Homecoming Parade	10/15/16	Community	NA	Book Giveaway
B–3 Parade at Elderly Care Home	10/25/16	Painted Post	53	Literacy Supplies and Information/Book Giveaway
B–3 Halloween Literacy Event	10/22/16	JMFRC	26	Book Giveaway/ Craft/Parent Information/ Songs
Act-n-Do Craft Fair	10/29/16	Tuscarora	115	Book Giveaway
B–3 Thanksgiving Event	11/22/6	JMFRC	28	Book Giveaway/Craft/Parent Information/ Songs
PTA/IAL Holiday Night	12/9/16	Tuscarora	93	Literacy Information/Projects/ Book Giveaway
B–3 Holiday Event	12/14/16	Community Center	153	Literacy Information/Activities/Book Giveaway
Book Giveaway (Pre-K-3)	12/21– 23/16	Tuscarora and Valley	NA	Book Giveaway
PTA/IAL Father Daughter Dance	2/10/17	Tuscarora	63	Book Giveaway
B–3 Valentines Celebration	2/14/17	JMFRC	32	Book Giveaway/Craft/Parent Information/ Songs
B–3 Winter Event	2/15/17	Valley	24	Book Giveaway/Projects/Activities

2016–2017 Event	Date	Location	# Attended	Notes, Outcomes, or Feedback
Flip It and Book Study	2/28/17	JMFRC	18	Parent Information/Book Giveaway
Parent Luncheon Week	4/ 4–17/17	Tuscarora and Valley	NA	Parent Information/Book Giveaway
B–3 St. Patrick's Day	3/17/17	JMFRC	23	Book Giveaway/ Craft/Parent Information/ Songs
B–3 Spring Event	4/6/17	Corning Public Library	82	Book Giveaway/Craft/Parent Information
Week of the Young Child	4/24–28/17	Valley, JMFRC, Healthy Families	342 at Magic Show	All Week Events/Book Giveaways/Magic Show Friday to culminate the week
Author Visit	5/8–11/17	Tuscarora	165	Author Discussion/Book Giveaway/Book-Signing
Valley Open House	5/10/17	Valley	92	Book Giveaway/Parent Information
Memorial Day Parade	5/29/17	Community	NA	Book Distribution along parade route/ Float/All Agencies and School involved
School Supply Giveaway	8/22/17	Community	81	School Supplies Giveaway/Book Giveaway
Legos in the Library	6 times / year	Tuscarora	30	Book Review/Activities
Breakfast and Books	6 times / year	Tuscarora	20	Book Review/Activities
Farmers' Market	1 time /month	Tuscarora, Youth Center, Cornell Cooper. Extension	125	Book Giveaway/Recipe/Food Giveaway

Addison IAL Community Literacy Log 2017–2018				
2017–2018 Event	Date	Location	# Attended	Notes, Outcomes, or Feedback
Pre-K Orientation	9/12/17	Valley	68	Book Giveaway
PTA/IAL Ice Cream Social	9/21/17	Tuscarora Elementary	75	Book Giveaway
Tuscarora Open House	9/28/17	Tuscarora Elementary	284	Book Giveaway
Valley Open House	10/11/17	Valley	84	Book Giveaway/Book Fair
Community Baby Shower	10/13/17	JMFRC	26	Book Giveaway/Literacy Activities/Parenting Information
Grandparent Luncheon	10/16/17	Tuscarora/Valley	NA	Book Giveaway
B–3 Parade at Elderly Care Home	10/25/17	Painted Post	125	Literacy Supplies and Information/Book Giveaway
B–3 Halloween Literacy Event	10/30/17	JMFRC	32	Book Giveaway/ Craft/ Parent Information/ Songs
Act-N-Do Craft Fair	10/29/17	Tuscarora	115	Book Giveaway
B–3 Thanksgiving Event	11/21	JMFRC	35	Book Giveaway/Craft/Parent Information/Songs
Farmers' Market	11/29/17	Addison Youth Center	65	Book Giveaway
Farmers' Market	12/6/17	Addison Youth Center	46	Book Giveaway
PTA/IAL Holiday Night	12/7/17	Tuscarora	73	Literacy Information/Projects/ Book Giveaway
Books on Beds	12/11/17	Valley	35	Giftwrapped Books for Holiday Giveaway
Books on Beds	12/12/17	JMFRC	23	Giftwrapped Books for Holiday Giveaway
B–3 Holiday Event/Books on Beds	12/13/17	Community Center	264	Literacy Information/Activities/ Book Giveaway/ Giftwrapped Books for Holiday Giveaway

Appendix B — Addison IAL Community Literacy Events *Continued*

2017–2018 Event	Date	Location	# Attended	Notes, Outcomes, or Feedback
Books on Beds	12/14/17	Youth Center/ Tuscarora Advantage	94	Giftwrapped Books for Holiday Giveaway
Latch-Key Holiday Party	12/15/17	JMFRC	20	Giftwrapped Books for Holiday Giveaway
Books on Beds	12/16/17	Baptist Church	100	Giftwrapped Books for Holiday Giveaway
Book Giveaway (Pre-K-3)	Dec. 18– 22	Tuscarora and Valley		Book Giveaway
Farmers' Market	1/24/18	Youth Center	65	Book Giveaway
Advantage Reading Challenge Trip	2/8/18	Barnes & Noble	?	Participants Bought Books/Tour of Store
PTA/IAL Father Daughter Dance	2/9/18	Tuscarora	63	Book Giveaway
B–3 Winter Event/"Pete the Cat" Theme	2/9/18	Community Center	68	Book Giveaway/Projects/Activities
B–3 Valentines Celebration	2/14/18	JMFRC	38	Book Giveaway/ Craft/Parent Information/ Songs
Farmers' Market	2/28/18	Youth Center	58	Book Giveaway
Parent Luncheon Week	March 12–16	Tuscarora and Valley	?	Parent Information/Book Giveaway
B–3 St. Patrick's Day	3/16/18	JMFRC	23	Book Giveaway/Craft/Parent Info./Songs
B–3 Spring Event	3/22/18	Corning Public Library	84	Book Giveaway/Craft/ Parent Information
Farmers' Market	3/28/18	Youth Center	51	Book Giveaway
Farmers' Market	4/11/18	Youth Center	46	Book Giveaway
Color Run	4/14/18	Tuscarora	94	Book Giveaway/Parent Information
Week of the Young Child	April 16–20	Valley, JMFRC Healthy Families	327	All Week Events/Book Giveaways/ Ventriloquist on Wednesday for Community
Book Giveaway Pre-K through Grade 5	April 16–20	Tuscarora/Valley		Book Giveaway

Appendix B — Addison IAL Community Literacy Events *Continued*

2017–2018 Event	Date	Location	# Attended	Notes, Outcomes, or Feedback
Farmers' Market	5/30/18	Youth Center	42	Book Giveaway
Farmers' Market	6/6/18	Youth Center	40	Book Giveaway
School Supply Giveaway	August 20–24	Community Center		School Supplies Giveaway/Book Giveaway
Legos in the Library	6 times/yr.	Tuscarora	25	Book Review/Activities
Breakfast and Books	6 times/yr.	Tuscarora	20	Book Review/Activities
Farmers' Market	Wed. Jul.- Aug.8,	Youth Center	428	Book Giveaway/ Recipe/Food Giveaway

Addison IAL 2018 Professional Development Teacher Survey

Seventeen Completed Surveys

- Classroom teachers and intervention specialists
- From Pre-K through fifth grade
- Attended an average of four professional development sessions this year
- Ranging from two sessions to seven.

Concepts or Strategies Learned Relevant & Helpful for Classroom Instruction

- Guided reading and shared reading questioning (4)
- How to analyze and use F&P assessments and running records for lesson planning (3)
- Mentor texts and constructing short-response answers (3)
- Literacy based lesson planning and centers (3)
- Use of literature in lesson planning and building themes (2)
- Comprehension and finding meaning within text (2)
- Building vocabulary (1)
- Behavior management (1)

Example of how you modified instruction or lesson planning as a result of the professional development

- Using assessment (running records and NYS ELA) results for lesson planning and forming small groups (5)
- Selecting texts based on themes and specific literacy-based lessons (3)
- Using excerpts (as opposed to entire book) for guided reading instruction (1)
- Heavier focus on vocabulary (1)
- Using new and more positive behavior management techniques (1)
- Adapted centers to be more literacy focused (1)
- Incorporated more read alouds throughout the day (1)

Specific requests for future professional development

- How to allow intervention specialist or TAs and classroom teachers more closely work on the same areas at the same time.
- Continued work with benchmark testing and how to help the students show more growth.
- How to effectively and efficiently combine the NYS modules and guided reading.
- How to set up a literacy-based classroom in Pre-K.

Appendix C — Addison IAL 2018 Teacher Survey Summary *Continued*

- More positive discipline strategies, building relationships with students, or training on the Pyramid model.
- It would be great to have actual guided reading lesson plans prepared with supplements brought to a PD session and then go over it together.
- I would like to pilot one of the potential reading programs before the district decides to purchase anything.