

Addison Central School District
Innovative Approaches to Literacy 2014-2016
Evaluation Report

November 2016



www.apteroconnor.com • P.O. Box 830, Syracuse, New York 13214
Phone: 315.427.5747 • Fax: 315.682.8180 • Email: cynthia@apteroconnor.com

REPORT DISCLAIMER

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Addison Central School District's
Innovative Approaches to Literacy Program

The Addison Central School District's federally funded Innovative Approaches to Literacy grant is designed to build capacity within the Addison School District and the greater Addison community to:

- *facilitate reading readiness for children age birth through five*
- *improve reading comprehension skills for students through Grade 6*
- *establish a continuum of literacy skills development supports within the home, in the schools and across the community.*

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INTRODUCTION

Reading is a big part of learning and a wonderful way to bond with your child.

- An Addison Parent

The IAL Grant has impacted our school district in a very positive way. I would like to see it continue to grow and change for the foreseeable future. Our students, staff, and parents have all seen the positive impact that this has provided for them.

- An Addison School Teacher

The *Innovative Approaches to Literacy (IAL)* Program of the Addison Central School District (ACSD) was initiated to build the capacity in this rural community to strengthen early literacy skills, improve elementary students' reading comprehension, motivate families and children to read together, and support student achievement of the new Common Core Learning Standards. The program targets all Addison classrooms, Pre-K (including two Head Start rooms) through grade 6, and approximately 650 students, along with another 100 children age birth through five enrolled in child care and/or community based home visiting programs. This report provides an update to the report submitted in December 2015 that covered project activities commencing January 2015. As such, this program review covers the entire two-year grant period (September 2014 to August 2016) and is the second and final report for this IAL grant.

The overall program goals are:

- 1) Children will increase their pre-literacy skills development and enter kindergarten ready for reading success;
- 2) Students will increase their ability to comprehend text of increasing complexity to support achievement of the Common Core Learning Standards and prepare them for college and careers;
- 3) Students will have increased access to print materials, with a balance of literature and informational text, appropriate for their age and skill level; and
- 4) Teachers will increase their knowledge and skills for using instructional strategies that foster reading comprehension skills.

As described in the IAL grant application, key activities designed to help students develop strong literacy skills and demonstrate success in reading comprehension at all levels include:

- **A partnership between the school district and early childhood service providers** to give early literacy development supports to children age birth through five in non-school settings.

- **Increased access to print** including take home books, classroom technology, library collections, and classroom libraries.
- **Refined instructional practices** including library resources in the classrooms, reading intervention services, a Summer Literacy Academy, and data driven instruction.
- **Professional Development** including
 - the use of technology in the classroom,
 - developing a common language for high quality teaching
 - the use of assessment tools
 - instructional strategies to support students’ reading comprehension
 - instructional strategies to support pre-literacy and the creation of literacy-rich home environments.

There has been widespread participation in IAL. The four dozen staff directly involved have included 38 elementary teaching staff (classroom teachers, special education teachers and reading intervention specialists), the project director, two library staff, and ten early childhood staff.

Apter and O’Connor Associates, Inc. (A&O) was engaged as the local evaluator for this 2014-2016 grant. A&O specializes in program evaluation, data management, professional learning and organizational capacity building, and have worked extensively with school districts throughout New York State.

This report presents the evaluation methodology, main findings, conclusions and recommendations. The first section of Findings focuses on program implementation. It presents a synthesis and analysis 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 the statistical analysis of quantitative data to determine the program impact and progress toward the intended student outcomes.

METHODOLOGY

A&O conducted a **formative evaluation** examining the implementation of the major IAL grant activities as well as an **outcome evaluation** measuring progress toward the stated goals and objectives. Both involved qualitative and quantitative data collection and analysis. In addition to document review, data was collected from 21 stakeholders through focus groups discussions and interviews, 18 classroom observations, and over 70 responses to three surveys.

The evaluation was guided by the Logic Model developed with project leadership (Appendix A). For the **formative or implementation evaluation**, we sought to address two questions:

- 1) Have key project activities been implemented?
- 2) Have teachers and staff (childcare providers, family interventionists) implemented any change in their own instructional strategies and classroom and community environments as a result of these activities?

The information presented in section IAL **Implementation Findings** emerged from qualitative data collected by two members of the A&O team during three 2-day site visits, in May 2015, November 2015 and June 2016 as well as from telephone conferences and correspondence with the project director and surveys of parents and teachers. All of this Qualitative analysis was designed to capture emerging themes on how parents, teachers and project staff perceive implementation 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 here are based on the following specific activities.

Focus Groups with:

- Three grade 4 teachers and one Reading Intervention Specialist (Spring 2015)
- Four Pre-K teachers and five Pre-K Teaching Assistants (Fall 2015)
- Three home visiting staff from Healthy Families of Steuben County (Spring 2016)

Semi-structured, individual interviews:

- Project director (Spring & Fall 2015, Spring 2016 site visits and in seven phone conferences)
- Professional development specialist from Leading EDGE (Spring 2015)
- Healthy Families of Steuben County program supervisor (Spring & Fall 2015 site visits)
- Jennie Mose Parent Resource Center co-directors (Spring & Fall 2015 site visits)
- Library Teaching Assistant (Spring & Fall 2015, and Spring 2016) and Librarian (Fall 2015 and Spring 2016 site visit)
- One grade 4 teacher (Fall 2015)
- Head Start (HS) Resource Advocate (Fall 2015 and Spring 2016 site visits) and Early HS Family Educator (Fall 2015 site visit)
- Parent receiving Healthy Family visits and participating in literacy events (Spring 2016 site visits)

Observations:

- Four grade 3 classrooms (Spring 2015)
- Leading EDGE Professional Development session with grade 4 teachers (Spring 2015)
- Two grade 4 classrooms (Fall 2015)
- One grade 1 classroom (Fall 2015)
- Three ACSD Pre-K classrooms, one Head Start classroom (Fall 2015)
- Administration of a PALS early literacy screening test (Fall 2015)
- One kindergarten classroom (Spring 2016)
- Two grade 2 classrooms (Spring 2016) one was in the Library
- One grade 3 Classroom (Spring 2016)
- Two grade 5 Classrooms (Spring 2016)

Surveys:

- Anonymous survey of parents receiving Healthy Family visits
- Anonymous survey of parents participating in IAL literacy events
- Anonymous survey of teachers (who participated in IAL Professional Development and book distribution)

Document Review:

- Curriculum review of birth to age five materials (Child Care Aware® and Leading EDGE)
- Event Log from project director
- Professional Development Schedules from project director
- Library class (K-5) and Open Circulation schedule
- Plan Summary for *Family Enrichment Collaborative: Pathways to School Readiness and Success*.

The observation protocols for the elementary classes were designed to look for evidence of:

- Instructional practices to support Common Core Standards/reading comprehension (based on US Dept. of Education publications¹) including guided reading instruction
- Use and coordination of library resources
- Use of Fountas & Pinnell ² leveled literacy intervention system (F&P) to strengthen

¹ IES (Institute of Education Sciences - US Dept. of Education National Center for Education Evaluation and Regional Assistance) Practice Guide *Improving Reading Comprehension in Kindergarten through 3rd Grade*. Sept 2010

² Fountas, I & Pinnell, G (2008). *Leveled Literacy Intervention*, Portsmouth, NH. Heinemann.

reading instruction

- Use of assessment data to inform and differentiate instruction (STAR, F&P, Local ELA assessments, NYS ELA Assessments).

The observation for the Pre-K classrooms was designed to look for evidence of sustained implementation of instructional and classroom practices that were developed during two previous federally funded literacy grants: *Early Reading First and Innovative Approaches to Literacy 2012-2014*. The protocols were based in part on tools and checklists published by the University of Texas Houston Health Science Center³ and looked for evidence of:

- high quality and print-rich classrooms environments
- strategies to develop Oral Language (vocabulary, expressive language, listening comprehension), Phonological Awareness, Print Awareness, Alphabet Knowledge
- use of assessments to form small groups and for individualized instruction (PPVT and PALS)
- connections/communication to community early childhood partners and providers.

Interviews and focus groups were conducted to gather staff perceptions and impressions regarding the quality and impact of the professional development and the overall implementation and progress toward the stated goals of the IAL Grant. The questions followed a general outline that included:

- Involvement with this IAL grant
- Understanding of the goals
- Professional Development - topics and focus
- Any changes in instructional methods or other impact - as result of professional development
- Use of student assessments
- Library and multi-media/technology resources and supports
- Any changes or improvements for the Home –School Connection
- For Pre-K - sustainability of practices from *Early Reading First* and prior IAL – any ongoing coaching, professional development, supports, peer learning, Will this grant lead to students being better prepared for kindergarten?
- What else could the district or community do to help prepare young children for school?

³ C.I.R.C.L.E. (2003). Center for Improving the Readiness of Children for Learning and Education. University of Texas Health Science Center at Houston

For the **outcome evaluation**, we 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- grade 6 students increase their ability to comprehend text of increasing complexity to support achievement of the Common Core Learning Standards achieve reading proficiency?

The findings in the Student Outcome Finding emerged from the statistical analysis of student assessment results. Student data for kindergarten through grade six were supplied by the Addison school district. 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.

IAL IMPLEMENTATION FINDINGS

The four overall program goals are intended to be achieved through consistent implementation of supporting strategies or components of the work plan. **The evaluation team collected information and evidence over the course of both school years to state with confidence that there is strong fidelity to the originally designed work-plan and program model.** This report is organized to note for each Goal and Program Component: evidence of implementation, evidence of progress toward the objectives and any unintended outcomes and challenges.

GOAL 1: Children will increase their pre-literacy skills development and enter kindergarten ready for reading success.

- **Program Component:** Collaborate with Child Care Aware® to provide training for daycare providers regarding early literacy skill development.
- **Program Component:** Collaborate with Early Head Start and Healthy Families to facilitate home-school connections.

The Child Care Aware® training was focused on working with families and Kristi's [Leading EDGE] training focused on the "why" of what we do. It was a good mix . . . This is the first time we've had a formal collaboration with the school district, the first time the school has given us guidance on what kids need to know to be ready for school.

- Early Childhood Collaborator

The strategy for developing early literacy skills within this young population is 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 IAL program is not designed to provide any direct instruction by school district staff for the age birth through three population.

Child Care Aware® of Steuben and Schuyler works with daycare providers in Addison to ensure quality care is received by children in both home-based and center-based child care settings. In 2012, Child Care Aware® began training daycare providers in the delivery of Early Literacy Connections®, a research-based curriculum adapted from the Federal Head Start curriculum for use in a multi-age setting. Early Literacy Connections® uses literature as the focus while building children's math, science, social/emotional, creative and physical skills. Our review of the curriculum materials confirmed that the program provides participants with high quality multi-dimensional lesson plans to use with young children and parents. (One example - the story The Three Little Pigs is read and conversation with the child is used to introduce math (counting), physics (wind power), and the emotions of fear and feelings of safety.)

As reported by the project director the IAL grant made it possible for all five of the registered daycare providers in Addison, as well as staff of the Jennie Mose Family Resource Center (2), Early Head Start (2), and Healthy Families Steuben (5) to obtain the Early Literacy Connections© curriculum and be trained in its use. The project director noted that the cost of the curriculum was an obstacle for some providers, therefore the IAL program supported the purchase of the Early Literacy Connections© curriculum.

The IAL program also distributed developmentally appropriate reading materials and games to families through home visitation programs provided by Early Head Start and Healthy Families Steuben. Early Head Start visits families once per week for 90 minutes and sponsors bi-weekly family social hours (90 minutes) that include stories and free books (the grant funds one of the two per month). Once per month the Head Start Resource Advocate meets with parents to connect them with other resources, including literacy related ones. Healthy Families Steuben visits families weekly with a child aged birth to six weeks old, twice monthly for children six weeks to two months, and once a month until children enter daycare, school, or are age five. They build a relationship with the parents, bring books, teach and model reading and literacy activities and connect parents to resources.

To augment the Child Care Aware® curriculum and trainings, the same early childhood cohort received five full-day trainings in year one by Dr. Kristi Pierce of Leading EDGE focused on strategies for reading comprehension and dialogic reading for use in home settings with children age birth through five, including age appropriate, hands-on activities. In year two (January 2016), Dr. Pierce provided another two days of training as a review and refresher course for this early childhood staff.

As a result of the IAL training and these free books, the early childhood community partners reported increased confidence and feeling better prepared to encourage literacy activities in the home and stress the importance of early literacy development:

We are better at picking age-appropriate books . . . we love the trainings and the free books.

We've always brought out books and now we can use them for rhyming and alliteration rather than just e.g., color & shape and more intentional for the families and more background for why it's important.

During the first year (spring and fall 2015), we interviewed staff of the Jennie Mose Family Resource Center (2), Early Head Start (2), and Healthy Families Steuben (2) during the two site visits about their perceptions of the quality and usefulness of the training by both Child Care

Aware® and Leading EDGE. The interviewees were unanimous that the two different training programs addressed different and complimentary aspects of literacy-building in the home setting; Child Care Aware® provided lesson plans with very specific instructions and activities. Dr. Pierce explained the “science” behind the reading activities. Each of the training participants expressed a variation on the theme that for years they have encouraged parents to read to their children – and now they understand why it is so important to success in school. They are better equipped to lead families to have conversations about what is being read to increase language use. In general, **the trainings appear to be improving early childcare staff’s understanding of the latest reading research and improving their instructional methods to support parent development as their child’s first teacher.**

We’ve had a lot of ‘Ah ha’s’. Now we can tell families that teaching rhyming builds brain cells – they take science seriously . . . For the teachers, we can put a name to what we’ve been doing, and now we know why it works.

Now we add the science behind the first sounds a kid makes, how it connects to future speech, to the general parenting skills we do.

This training has helped us teach parents what literacy is from the earliest ages.

- Early Childhood Collaborators / Home Visitors

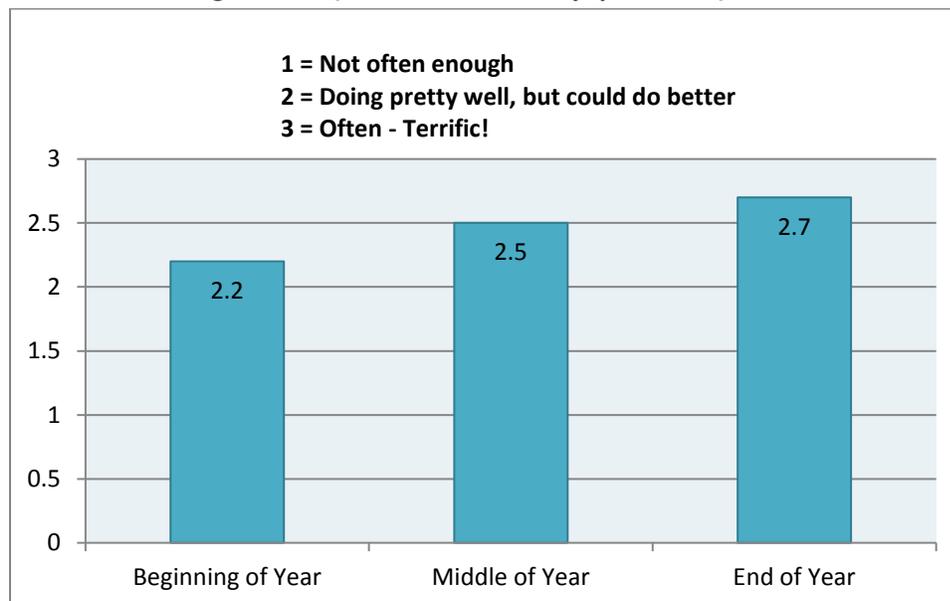
During year two, (spring 2016), we conducted a group interview of three staff members of Healthy Families of Steuben, interviewed a parent who receives Healthy Family visits, and interviewed the Early Head Start Parent Educator. The Healthy Families staff reaffirmed what we heard in year one; the professional development, free books and literacy events served as powerful tools for their work. Together they improved their capacities to connect parents and their children through reading, talking and playing together. They noted that 50% of the parents they see are first-time parents who are often not confident in these abilities. They shared anecdotes about how reading has become incorporated into many aspects of the lives of the families that they see. For example, one child keeps a picture book next to his bed along with his father’s hunting magazines. The staff also noted that the training sessions over the course of the entire grant have helped to fine-tune their presentation to parents. They shared several examples of modeling and coaching parents to read with children as well as teaching new vocabulary words through adult/child conversation. One staff person stated:

[These trainings] helped us think about how to reach parents that never read themselves, never had role models . . . and the beauty of the books is the interaction – we now model for these parents and promote parent-child interaction

A nine-question survey (Copyright© 2004 Wright Group/McGraw Hill *Breakthrough to Literacy*® - see Appendix D) was administered by Healthy Families in January, March and June, 2016 to track each parent’s change over time related to literacy activities. We reviewed these responses from 38 parents receiving Healthy Family visits in that time frame. **The survey results show a marked improvement in home-based literacy practices.** The areas queried included daily conversations with their child, reading aloud, discussing story content, having a home library, and modeling reading and writing. The surveys yielded these findings:

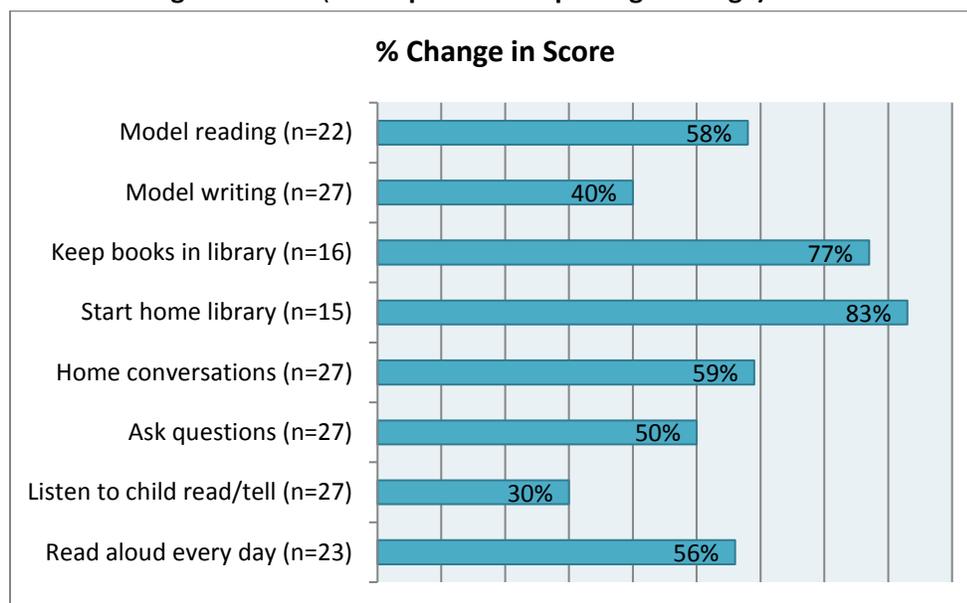
- scores progressively increased over time (Figure 1),
- 33 of 38 parents indicated an increase in at least one type of literacy-based interaction with their children over the six-month period,
- almost half of the parents (15/33) reported increases in four or more areas of interaction with their children over the six-month period, and 9 parents indicated an increase in 5 areas
- the most significant changes were seen in families setting up and keeping books in a home library followed by having conversations with their child about books, modeling reading, and reading aloud to their child every day (Figure 2),
- comments captured on the surveys most often (12/21) referred to the value and appreciation for the free books provided by the grant and the ability to have a home library as a result.

Figure 1: *Breakthrough to Literacy*® Parent Survey on Home Literacy Practices with Child Combined Average Scores (for 8 of the 9 survey questions⁴) N=38



⁴ The first survey question, “talk to my child everyday” was not used in our analysis as respondents consistently noted that they did follow this practice.

Figure 2: Breakthrough to Literacy® Parent Survey on Home Literacy Practices with Child Percent Change in Scores (for respondents reporting a change)



The parent we interviewed has been a client of Healthy Families since the beginning of the IAL project in 2014. This parent has teenage children and noted that she did not read to her older children or actively participate in school or community events with them. She explained that she now enthusiastically does both of those with her two-year old daughter. She shared that participating with Healthy Families and the encouragement to read to her baby has increased her understanding and ability to support her child’s development. She noted that the free books encourage reading and involve playing with related toys, and developing small motor skills (e.g. board books that involve sewing with laces). She describes a new found confidence when attending the IAL community literacy events. Additionally, the parent shared two stories illustrating the impact that literacy training has had her extended family. In one instance her father-in-law teased her about the futility of reading to an infant. She defended the practice, and several weeks later he acknowledged her dedication and gave her a newspaper clipping on *the word gap* between children raised in environments with differing family income levels. In another instance, she shared that relatives now give her children gift cards to book retailers since this is what the children prefer. This parent noted this program has educated her entire family about the importance of reading and summarized the impact of the IAL on the District in the following way:

We have so many low-income families . . . and every kid needs a new book now and then. Without this program, that wouldn't happen.

The Early Head Start Parent Educator interviewed in 2016 is relatively new in her position

(February 2016). She did not participate in the professional development training, however the IAL Project director oriented her to the use of the Child Care Aware® curriculum. The Parent Educator commented that she uses the *Teacher Vision* website (www.teachervision.com) and she was aware of and not yet employing other online resources for early childhood literacy such as *Vroom* and *Ready Rosie* (www.joinvroom.org, <https://readyrosie.com>). She was a leader in the Memorial Day parade book give away and expressed that it was effective in distributing books and building community. The evaluation team noted a more formal training manual and perhaps shadowing experienced staff would be helpful for orienting new staff to the expected instructional practices and strategies.

GOAL 2: Students will increase their ability to comprehend text of increasing complexity to support achievement of the Common Core Learning Standards and prepare them for college and careers.

- **Program Component:** Implement instructional practices to support achievement of the Common Core Standards aligned with the NYS Common Core Curriculum modules, focused on students' ability to comprehend text of increasing complexity.

We [grade 4 teachers] met at my house . . . and asked, 'what strategy would work with this?' So we'd say, "let's do 'inferencing' with the colonial unit.' . . . We're hitting the standards now.

I do at least seven guided reading sessions a week – my low group is daily, others three to four times a week.

- A Grade 4 Teacher

Perhaps what is most significant about the above quotes (November 2015 interview) is that in May 2015 the same grade 4 teacher and her colleagues expressed being over-whelmed by the requirements of the Common Core modules as a framework for employing what they were learning in the grant-funded professional development. Two factors enabled the teachers to implement the new instructional practices that we observed in the classroom: they asked Dr. Pierce to demonstrate specifically how to apply the techniques to modules, and they had adequate planning time (including over summer break). Additionally, from spring to fall **we observed a significant shift in the attitude among these teachers and their “guided reading” techniques applied not only to ELA, but also to social studies.** For example, in one classroom we observed a teacher exploring social studies with a small group using the “search and find” Common Core Standard in order to understand Cherokee dugout canoes. In another class we observed a teacher in small group work eliciting “inferencing” (a Common Core Standard) from the text, for example, “when he ‘rolls his eyes’ what does that mean?” Likewise, she had students

select examples of “figurative language” (a Common Core Standard), for example, “his words hung in the air like sharp shears,” to share and write down on index cards for future reference.

In fall 2015, we observed a grade 3 teacher emphasize new vocabulary words among the guided reading techniques of introducing the story, helping students decode meaning, and predicting action, which are Common Core Standards. For example, she stopped for words like “make-shift” to see if students could explain its meaning, with a student responding: “when we make a fort out of blankets it’s a make-shift fort because we didn’t use wood.” When necessary she re-phrased questions to help students’ comprehension. For example, “Why do they [archaeologists] use their hands to dig sometimes?” When students didn’t ‘get’ the question, the teacher re-phrased: “Why don’t they always use the big shovels?” eliciting the answer: “They could accidentally break stuff.” **The fluidity with which the teacher engaged the students in conversation about what they were reading indicated a mastery of the techniques she learned through the professional development and supports provided by the IAL grant.**

In the grade 1 classroom we observed in fall 2015, a print-rich classroom with learning centers where students were using desktop computers and iPads for reading, and a Leveled Library created by the teacher. Students in a small group worked with the teacher on the “th” digraph by gluing cut-out words on paper in a Bingo-like arrangement. She continued the use of hands-on activity with reading aloud by asking students to “clap out” the two syllables in a new vocabulary word. We observed her eliciting inferences from the students based on the illustrations (“Does Sam look afraid of the shark?”). Each of the nine students in the room (half the class was at a different activity) was engaged in her lesson or working independently.

We observed the Pre-K classrooms through the lens of sustainability – it had been three years since the teachers had training and coaching for creating print rich environments, using dialogic reading and promoting the development of oral language (vocabulary, expressive language, listening comprehension), Phonological awareness, Print awareness, Alphabet Knowledge). In two of the Pre-K classrooms visited, it appeared all of these strategies were still being utilized and emphasized. In others there was evidence of some but not all indicating **there is a continued need for professional development and peer learning and sharing opportunities.**

In each of the Pre-K rooms we visited there were learning centers, and many elements of a print rich environment including letters, numbers, nursery rhymes, colors and shapes, and behavior management boards. Not all classrooms have maintained the use of environmental print, classroom labels, word walls and letter walls. One teacher in particular, however, has a particularly print rich classroom (Dramatic Play center set-up for a Birthday Party with invitations, menus, guest lists) that can serve as a peer-learning model for her colleagues. In two or three of

the rooms fewer books were displayed throughout the centers, there was less evidence of shared writing, and themes were not evident. Some of this might be attributed to the fact that these classroom visits occurred relatively early in the school year (November).

We observed Pre-K teachers and teaching assistants engaged in the use of the Promethean touch board to practice counting with students. One teacher engaged in impromptu reinforcement of new vocabulary words; she noted for example, “Jeremy just went ‘around,’” (as one of the students walked around a classroom table) “like the boy in our story earlier. Let’s say ‘around’ together.” Other lessons included making patterns (a Common Core Standard) from different colors of construction paper.

In speaking with both the ACSD Pre-K teachers and Head Start staff they discussed the challenges of using dialogic reading over the suggested five days with young children – two days seemed more appropriate to them given their student’s attention span at this early part of the school year. One teacher opined that the repetition “undermines the joy of reading.” Others suggested that it was, “too scripted,” and “doesn’t encourage conversation.” It appeared to the evaluation team that the **teachers need a refresher and perhaps some coaching or encouragement to review the science and methods of dialogic reading for their students and for help them to make it their own.** Our observation of the Head Start Pre-K classroom occurred during lunchtime. There was good conversation being initiated by the teachers and encouraging its extension among the students.

In each classroom we visited in June 2016, we again documented teachers utilizing strategies and instructional practices emphasized by the IAL professional development (one kindergarten classroom, two grade 2 classrooms, one grade 3 classroom, two grade 5 classrooms) We observed print-rich environments with age appropriate learning centers and intentional (and in several cases individualized) literacy instruction.

In the 2016 kindergarten class, the teacher was working with a group of six students while the balance of the class was divided into small groups completing worksheets on rhyming while others took turns reading aloud. The teacher’s small group work was interactive, keeping the students fully engaged. For example, as she read a short sentence aloud for each student to write down, she queried starting with, “What letter starts every sentence, no matter what?” (a capital letter). She reminded students about correct letter formation with a memory tool, “‘b’s’ have a belly, ‘d’s’ have a derrière.” Finally, by reading the sentence with different voice inflections she cued the students to differing ending punctuation. The teacher utilized a deck of sentences of increasing complexity that she annotated to track student progress. She used strategies in the IAL professional development such as prompting students with questions and intentionally advancing the complexity of student learning.

Both the grade 2 and grade 3 classrooms we observed in June 2016, were engaged in small groups of students rotating through guided reading with the teacher, playing word games such as Scrabble, and independent reading in preparation for accelerated reading tests. In both rooms we saw evidence of activities that support the appropriate Common Core standards including developing vocabulary, using context clues to determine meaning, and interpreting evidence to identify a character's feelings and point of view. For example, to distinguish the word "Monday" from "money" the teacher engaged students in an exercise using context clues.

The two grade 5 classrooms we observed were engaged in ELA activities based on a historical novel, which provided students with an interdisciplinary learning experience. The grade 5 Common Core standards such as vocabulary acquisition, noting the difference between explicit and inferred information, and comparing and contrasting two or more characters or genres of literature were foremost in the instruction in both rooms. For example, one classroom was using the Reader's Theater technique in interpreting the book, Two Miserable Presidents (about the dichotomy of Lincoln's anti-slavery and pro-Union dilemma) and a play with abolitionists Frederick Douglass and Gerrit Smith discussing Lincoln's politics. Some students were engaged in performing the script (the cast) while the balance of the class (the audience) was quizzed by the teacher about aspects of the dialog ("Is Smith stating his own idea or is he re-stating Lincoln's idea?").

In the second grade 5 classroom, the teacher used a passage featuring a speech by Jefferson Davis. She led her students through an interactive lesson and a focused discussion. She used several strategies highlighted in the IAL professional development to teach reading comprehension (e.g., *activating prior knowledge, inference, connecting to their lives, predicting, small-group structured discussions*) and vocabulary development (e.g., *1. introduce the word, 2. Contextualize the word, 3. Say the word, 4. Explain the word, 5. Illustrate with examples, 6. Check for student understanding, 7. Say/Repeat the word*). She also showed us "Civil War Diaries" the students were journaling in. The students were assigned roles (e.g., soldier, tradesman, slave, farmer), provisions and environments and asked to respond to a series of prompts. The student work demonstrated knowledge of new vocabulary words (e.g., inheritance, forebear, despotism), sentence structure and content.

Overall, as reported in the Student Outcomes section of this report: the spring student assessment scores (PPVT and PALS for Pre-K; STAR and F&P for Elementary) showed growth on literacy and reading comprehension skills from fall to spring indicating growth on the implementation of the intended instruction practices. There is still room for improvement in the percent of students achieving the District spring targets for these assessments and the school

year gains have not yet translated to strong scores on the State ELA assessments.

- **Program Component:** Summer Literacy Academy for 1st-6th – for those approaching benchmark.

An Intensive Summer Literacy Academy was offered four half days per week, for five weeks in 2015 and again in 2016 to students most able to benefit (scoring 2-3 on New York State ELA assessments or other district selected assessments) from this model. Students selected based on assessment results were invited to participate and 55 enrolled in 2015 grades 1-5 and 58 students in grades K-4 in 2016. The curriculum included Fountas & Pinnell leveled literacy and guided reading techniques as well as time for writing instruction, technology based intervention programs, swimming instruction and breakfast as well as lunch. Students not enrolled in the program received packets for home use over the summer. The program used Fountas & Pinnell Benchmark assessments to measure student progress. The assessments results by grade are included in the Student Outcome section of this report. In total 33 students across grades K-grade 4 were assessed in August and 16 or 48% met the F&P BAS target for their grade level.

GOAL 3: Students will have increased access to print materials, in a balance of literature and informational text, appropriate for their age and skill level.

- **Program Component:** Increase access to print, in a balance of literature and informational text, through book giveaways, technology, improved library collections, leveled classroom libraries, home visits, family and community events, and the parent resource center.

The Leveled Library [grades 1-5] is fabulous! I have J-S level readers in my room and I have enough books to cover all of them. Also, I leveled the library in my classroom.

A Grade 4 teacher

The 'wrap-arounds' from the grant are terrific – the new books and technology (iPads) - non-fiction has been beefed-up 100%.

A Grade 4 teacher

In addition to the dramatic enhancements to library services noted in the following section of this report, the grant has supported the distribution of books in homes, childcare settings and in classrooms. As reported by the project director, library staff and community partners:

- Pre-K through grade 3 classrooms have received 25 books each for both years of the grant,
- Grade 4-6 students have each received \$34.00 each year to order books of their choosing,

- Books for children birth to age three years are distributed through community partners and children have received at least 20 books each year,
- Print materials added to classrooms libraries and take-home bags have achieved a 50-50 balance of fiction and non-fiction, and support the Common Core
- Over thirty-five (35) IAL Sponsored community literacy events held over the course of the two year grant

As noted under Goal 1, Early Head Start visits families once per week and sponsors bi-weekly social hours for families that include stories and free books. Likewise, Healthy Families Steuben distributes books weekly during their home visits with families with a child birth to age five. The PTA partners with the project director on the IAL community literacy events. These events always include a “literacy corner” where a book is read aloud followed by a related hands-on activity. For example, at the Winter Holiday Celebration, reading the book Polar Express was followed by a bell-making craft. (See Appendix C for a full listing of ACSD IAL sponsored Literacy Events).

Our observation of classrooms in both year one and again in year two of Head Start and ACSD Pre-K, grade 1, 3, and 4 confirmed that **students are learning in text-rich environments with appropriate age-level books readily available**. In the best example of a Pre-K classroom most objects in the learning centers were labeled with the object’s name, and books were displayed with subjects relevant to the learning center’s focus. For example books about construction equipment were available in the well-stocked Building Blocks center. Also in the Dramatic Play center the items associated with a Birthday Party enriched the exposure to print (party invitations, menus, guest lists). In the elementary grade classrooms visited, each teacher maintained a Fountas & Pinnell leveled library and students were cognizant of their reading levels. Additionally, technology use was observed in many classrooms including Pre-K students interacting with the Promethean touch board for a lesson on counting, and in the elementary grades, students were actively engaged with desk top computer reading comprehension programs (e.g. Pirates Don’t Change Diapers) and iPad educational applications.

In the spring of 2016, **teachers, parents and community partners expressed enthusiasm about the literacy events** and the community’s Memorial Day Parade. Project partners, teachers, parents and children marched in the parade and distributed 250 books to children along the parade route. One parent with whom we spoke noted that children from low-income families have few opportunities to share, and being directly involved in giving away books was a very valuable experience.

We had the opportunity to observe the Dinosaur and Natural History Museum on June 3, 2016. Prior to visiting the museum we noted books about Dinosaurs prominently displayed in the

Library and classrooms in preparation for students' visits to the museum (parents were invited to visit as well). Many of the over 15 individual exhibits were participatory such as making a fossil imprint of a fish on a tee shirt and using brushes to excavate bones in a sand box (note that the grade 3 guided reading in fall 2015 was about archaeologists). Static exhibits included primary students' dinosaur dioramas with accompanying exhibit labels and an incubator with hatching chicks to explain dinosaur egg fossils.

A simple 11 question survey was administered to parents at the spring 2016 community events (Appendix D). The areas queried included:

- Overall satisfaction with the IAL program and the family literacy events
- Impact on parents' literacy-based interactions with children
- Impact of grant funded books and activities on the children
- Impact of the Family Literacy Events.

Of the 21 parents surveyed, most (17/21) were in their first year of participation in IAL activities. These 21 parents represented 42 children age birth through five years. All of the parents responding (21/21) were very satisfied with their experience with the program. When asked if program activities helped them to feel more comfortable/confident about specific activities with their children, approximately half responded positively:

- for Reading - 10 Yes, 2 Somewhat
- for Playing - 8 Yes, 1 Somewhat
- for Talking - 9 Yes, 2 Somewhat

Many of the parents indicated that they read to their children every day (17/21), with some reading every week (3/21) or only once in a while (1/21). When asked if the program encouraged parents to read and talk more to their children, the responses were positive as represented in the following quotes:

I find myself pointing out more things to my children.

We talk more because he is so excited to share his experiences at school and discuss how his day went.

I am asking more questions.

It has made my reading more purposeful.

I definitely talk to her about what she's learned at school; so it's a nice conversation starter that the whole family can engage in.

I learned to make time to read to him daily

Questions about the grant-funded books indicated that parents value the books as being helpful in developing their children's language (15/21). Some of their thoughts are captured in these quotes:

He is talking more and using sentences.

Very easy to read and great pictures for the kids to make their own story

When asked the open-ended question *what books or activities were particularly helpful or liked best*, almost half of the parents mentioned a particular title or book subject matter (animals) and four noted they most valued the opportunity to socialize.

When asked how Family Literacy Events could be improved, two respondents mentioned that working parents and others might benefit from weekend events, and one respondent suggested that offering transportation to the event might be helpful. (Transportation was offered to some events but not all.)

Finally, parents were asked to share something that they learned from the program, as reflected in the following quotes:

Literacy isn't just about sitting down and reading to your child. Literacy is all around - in music, etc.

Just to be more engaging with children.

I have learned how important reading is for language development.

It is very important to take time to let your children help you with the story

Reading is a big part of learning and a wonderful way to bond with your child

A&O also designed and conducted an online survey in the spring of 2016 (Appendix D) of District teachers to gauge their impressions of the value of each element of the IAL activities. The results of the various survey questions are included within each relevant Program Goal section. One

question asked about the grant funded *free* books for children and families. The nine respondents were unanimous in their positive reactions and indicated their view that these books are invaluable for their students.

Students are excited to receive free books. It builds their own libraries at home and allows them to choose text that they are interested in. They have often used these books to meet grade level reading goals and read for enjoyment.

This is a much needed program for our students. Some students do not have books at home. This allows students to have access to books that might not have any. This is a very important part of this program.

- District Teachers

➤ **Program Component:** Use and coordination of library resources with classroom instruction.

Perhaps the most dramatic transformation over the course of this grant relates to library services. A full time librarian was hired in the fall 2015 for Pre-K-6 who is supported by the previously in place full time teaching assistant and a full time clerical person. Additionally, the footprint of the library space was nearly tripled over the summer of 2015 with conversion of a former classroom into a computer center research space, and conversion of a storage area into tiered seating for group reading aloud, use of the Promethean touch board, and skits. Technology is well used, and new applications are being added to the iPad collection (iPads no longer circulate home). Finally, the main circulation room was renovated with new carpet and paint, and the collection was reorganized to be more user-friendly for students and teachers. Strategically, the traditional location of “picture books” was reversed with non-fiction books, resulting in more of the latter being borrowed by students.

The schedule for the Library as a “special” class changed for fall 2015, with all grades having scheduled time in the Library. Students K-grade 3 have 30 minutes of Library per week and grades 4-5 have Library bi-weekly for 45 minutes. The library staff noted that the kindergarten classes are large (24 students in each of four classrooms) and classes must be split between the circulation area and the computer research room. During “open circulation” hours, teachers send three to four students at a time to borrow books. Once per week the library staff visits the off-site Pre-K building spending 15 minutes with each of seven classes. (Grade 6 is now located in the high school building and receives library support from the staff in that building). Books may not be borrowed by students for use in the Pre-K classrooms, as there is no staff to manage the process.

Coordination of library services with classroom teachers has continued with the new librarian

and she reported it became more intentional as the 2015-2016 academic year progressed. The early weeks in the school year were focused on acclimating students to the new layout and shelf marker system (for browsing). Our spring 2016 interview with Library staff revealed that purposeful outreach efforts offering Library support to teachers have been initiated and continues. They work to be responsive to teacher requests for support and as a result intend to reorganize the “overflow” Leveled Library materials located adjacent to the library. Other activities reported by the Library staff to support teachers and coordinate with classroom lessons include:

- The library staff receives minutes from the weekly grade 5 teacher meetings to see what is being covered in class (all grade level meetings occur while students are in the library precluding attendance by library staff).
- Grade 1 reaches out to the library staff by email. Recently for example, in response to a grade 1 request, library staff supported students in writing opinion pieces related to the book Turkey Trouble which was read in class.
- The Librarian has identified building stronger connections with the grade 4 and 5 teachers as her next priority.
- Staff noted that the Library directly supports Common Core standards such as kindergarteners recognizing different kinds of texts (e.g. “Fairy Tales and Fables” under the rubric Craft and Structure).

During both spring site visits, **teachers reported to A&O that the library staff was very responsive to their periodic requests for curriculum support.** The online teacher survey yielded three comments about the value of the enhanced library’s resources for their instruction. Of the total of nine respondents, six offered no opinion suggesting the library staff needs to continue its outreach efforts with building staff regarding all the library enhancements and resources. The comments follow:

There are so many fantastic resources in our library now, especially nonfiction.

At this point I would like to see the staff actually use the library and resources we have. In the future if these resources are used some new materials would be an excellent idea.

Anytime the resources in the library are increased, all students in the entire school benefit.

Another area of emphasis is the use of Library databases to support research as inconsistency in skill levels among the grades was noted by both teachers and Library staff. **The Library staff noted the IAL funding has had a positive impact by improving students' exposure to technology that builds literacy skills.** Grant funds were used to purchase computers and headphones in the library and during our June 2016 visit, we observed by the library teaching assistant leading a lesson on research skills utilizing online databases with grade 2 students. Next door the librarian also had a group of grade 2 students and was teaching an interactive lesson on iPad and “apps”. There are also plans to replace the laptop cart and notably, Accelerated Readers in grade 1 have access to the library, and the use of technology has doubled among “High Flier” readers in the past year.

The Library staff continues the once per week visits to the off-site Pre-K building, spending 15 minutes reading with each of seven classes. To support students' ability once again to borrow books from the Pre-K library, the staff sought a volunteer to read to students in order to free staff to manage loans and the District has explored ways to increase staff time in that building.

Library staff also noted that they are interested in greater Library involvement in Literacy Events and the selection of books for give-aways. They plan to distribute a Library Newsletter to teachers next year and noted that they will explore other opportunities for the Library with the new principal (2016-2017 school year). Their instruction plan moving forward (2016-2017) is that Library will be offered each week to each grade level, an increase in frequency from the beginning of the grant

GOAL 4: Teachers will increase their knowledge and skills for using instructional strategies that foster reading comprehension skills.

- **Program Component:** Use of Fountas & Pinnell Leveled Literacy Intervention system for reading intervention.
- **Program Component:** Use of assessment data to inform instruction.

Based on the evaluators' classroom observations, interviews, focus groups, surveys and review of student data, **there is strong evidence that assessments are used for progress monitoring, small group formation and to deliver individualized instruction from Pre-K through grade 6. However, while the teachers all appreciate the importance of small group and individualized instruction for reading comprehension they did not consider all of the assessments to be equally valuable.**

Pre-K teachers and teaching assistants continue to use the PALS and Peabody Picture Vocabulary Tests (PPVT) assessments, report cards and their own progress monitoring to group students by ability. In the Pre-K Age 3 room, the teacher noted that her own three annual progress reports are considered more appropriate and accurate for placement. Also, teachers begin the year with a home visit for each child to factor in parent engagement and home environment in the need for additional intervention for any student. Pre-K teachers expressed dissatisfaction with PPVT because the un-timed test construction often requires 30 minutes per student (students are tested until they accumulate eight incorrect answers). Informally the teachers use the DIAL (Developmental Indicators for the Assessment of Learning) to identify students at risk for learning difficulties.

The Pre-K group noted that **low assessments of students at the kindergarten level are acted upon**, with five students being returned to Pre-K in fall 2015. The group noted that in most cases the students were young for kindergarten (October/November birthdays) and that the kindergarten classes are large (four classes of 25 students with one teacher and no teaching assistants).

As reported by the elementary teachers, the STAR assessment, the NYS ELA assessment and Fountas & Pinnell are used collectively to group students by reading level. As a result, **teachers spend more time with lower-performing students**, for example engaging in daily guided reading. Each assessment test offers the teacher information on different skills for leveling a student's reading. The grade 4 teachers explained that the NYS test has a writing component and STAR does not; however STAR tests for comprehension of figurative language, which the state test does not. Also, STAR indicates at the individual student level areas where a student is weak and assists in grouping students.

According to the grade 4 teachers, they understand that there is a discrepancy between how their students appear to perform on STAR as compared with the state test (generally lower on the latter). They noted that the STAR does not have a writing component, so as reported in fall 2016 they expected a discrepancy for student performance between the STAR and the State assessment. The State mandated Common Core module assessments are considered to be the weakest assessment, and students tend to perform poorly. Teachers cited the State ELA assessment as being especially problematic and described by teachers as having, "tricky wording" and being, "poorly constructed." For example, the state module promoted use of the word "gist" as a synonym for "meaning," however the questions on the standardized test did not use the word "gist" to alert students that the questions were asking about "meaning."

Finally, as mentioned previously in this report under Goal 2, **assessments were used to identify and invite students to participate in the Summer Literacy Academy.**

The spring 2016 online teacher survey yielded further evidence of the use of assessments and perceived value for lesson planning and individualizing instruction. It is noteworthy that when asked for an opinion on the “most valuable” grant funded activity, eight of the nine respondents indicated the Leveled Library. Responses from teachers include the following representative comments:

Absolutely essential!

I use the F&P leveled books every day.

The F&P leveled libraries are a great resource in the classroom. The students know their levels and are able to have many different options of books when they are reading independently.

The F&P Leveled Library is a great resource for all teachers utilizing guided reading strategies. It has provided an easy way to find exactly what teachers need to provide effective instruction to our students at their own comfort level. It is a huge time saver and valuable resource.

Of the reservations expressed by teachers, the following were noted:

the need for a mechanism to “informally” assess students

some books at the same level are more difficult than others

not all teachers use the resource.

The teacher survey also yielded positive responses from six of the nine respondents regarding the F&P Benchmark Assessments and two negative opinions. Positive comments had as their theme the ability to track student progress and affect teaching strategies:

I used the F&P LLI running records throughout the school year. At least once a month, we would discuss student progress and needs. We were able to move students into different groups and adjust interventions. The beginning, middle, and end benchmarks were also helpful, as it gave more information on each student from another teacher. This information was also used for report cards and progress monitoring.

I was able to look at the data from the assessments and change my teaching accordingly.

The parents want to know what level their student is at. The benchmark allows parents,

students, and teachers to see the growth throughout the year. It does take a bit longer to assess students.

The less favorable comments about the F&P assessments had the common theme of “subjectivity” as expressed as follows:

Not a fan of the F & P benchmark assessment. Very time consuming and the outcomes are extremely "subjective".

Informative but cumbersome and the comprehension piece is very open to interpretation.

- **Program Component:** Professional Development (PD) including peer learning through Thoughtful Classroom, training in reading comprehension through Leading EDGE, training in the use of Fountas & Pinnell assessment to establish students’ reading levels, and training in the use of technology.

[The training taught] literacy is beyond books and includes everything and needs to be purposeful – like when cooking, describe what you’re doing for your child. I draw on the training a lot, from shoring-up and freshening what we have been doing to adding whole new activities that go along with reading aloud.

- Early Childhood Collaborator

Each previous section of this report has documented examples of the positive impact of the IAL supported professional development on the caregivers, teachers and staff and the children and families with whom they interact.

From January through May 2015, the following training was implemented:

- Birth-age three – Leading EDGE (5 days), Child Care Aware® (1 full day)
- Grade 4 – Leading EDGE Guided Reading & Reading Comprehension (5 days)
- Grades 4 – 6 Fountas & Pinnell (4 days)
 - Leveled Literacy Intervention
 - Guided Reading
 - Benchmark Assessment System

From January through June 2016, the following training was implemented:

- Birth through age three – Leading EDGE (2 days)
- Kindergarten, Grades 1,2,3 – Leading EDGE (Half day each)
- Grade 4 – Leading EDGE Guided Reading & Reading Comprehension (1 1/2 days)
- Grades 5 and 6 Leading EDGE (2 days)

The evaluation team observed a training session with grade 4 teachers in May 2015 on Guided Reading. The content presented by Dr. Pierce was high quality and focused on the mechanics of the technique. We observed a lively discussion on the tools the teachers use to level books that are not part of the leveled library, indicating peer learning during the formal training. The grade 4 teachers expressed to us the challenge of incorporating guided reading into the new NYS Core Curriculum requirements as well as preparing students for the multiple assessments that are administered annually. We noted that in our November 2015 teacher interview and the classroom observations in both fall 2015 and again in spring 2016, **there was significant evidence that teachers had benefited by having Dr. Pierce apply the guided reading principles to specific modules as examples.**

The project director and teachers confirmed that peer learning occurs in monthly Thoughtful Classroom meetings organized by grade level and facilitated by BOCES. The emphasis has been on lesson planning and the ACSD writing goals. Again as noted previously, the **staffs of the birth through age three collaborators benefited from the peer learning that occurred during the formal training process.**

The spring 2016 teacher survey comments were generally positive with eight of the nine citing real value in receiving instruction in Guided Reading and the use of F&P Leveled Libraries as represented in these comments:

I believe that F&P training is essential to teachers. "Centers based" learning using texts that are at the students' appropriate levels is key to making them better readers. It is the vital piece of the reading experience that the NYS Modules leave out. Best practices for guided reading should be used in each and every classroom in order to see the largest gains.

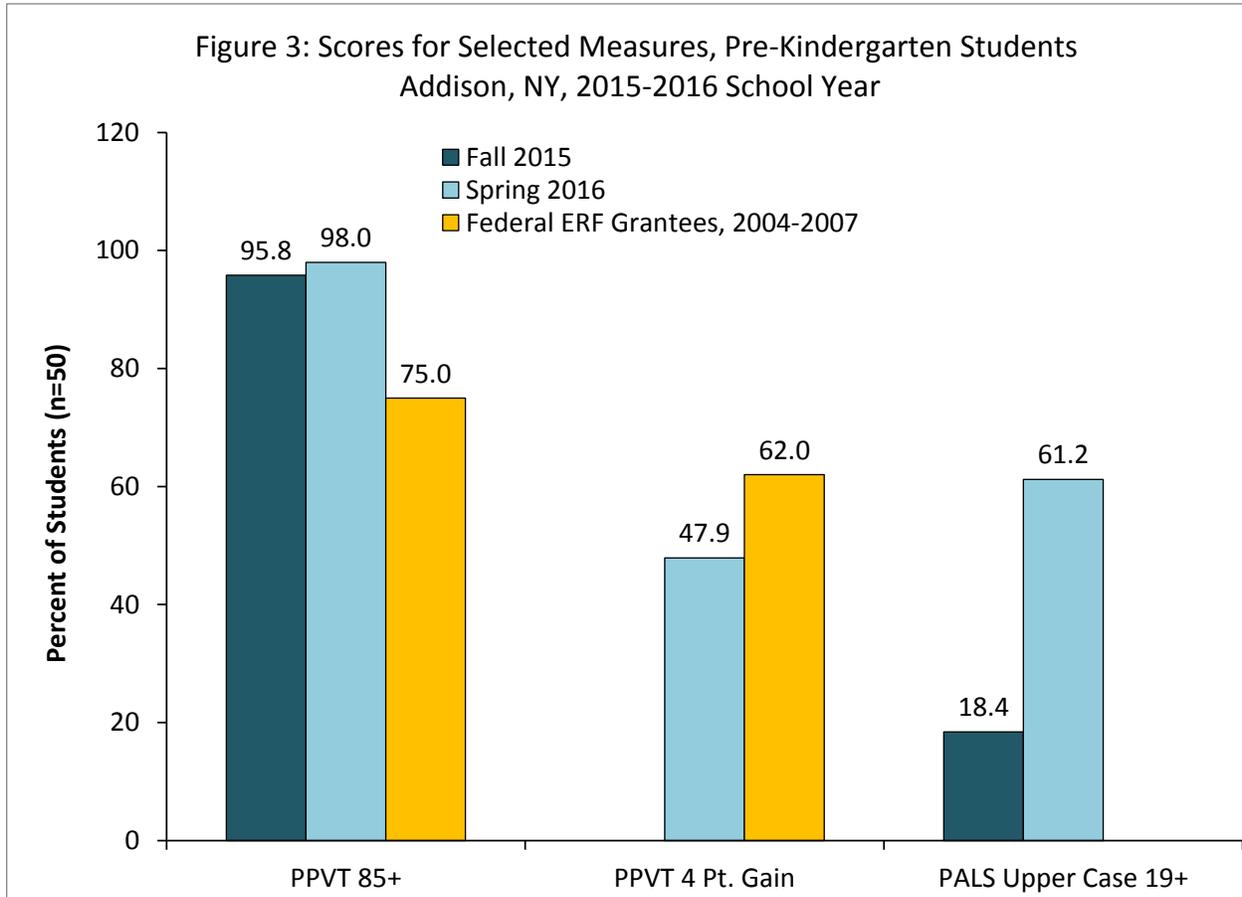
The professional development that I received helped me learn how to use the LLI system. Since the training I have used the system in my classroom and have found it to really help my students.

It was very valuable to have Kristi meet with us. The training modeled for us what it should look like in our classroom. She offered advice and materials to help implement the program.

Teachers also expressed appreciation and value in the opportunity to interact, problem solve and share ideas with their peers during these training sessions.

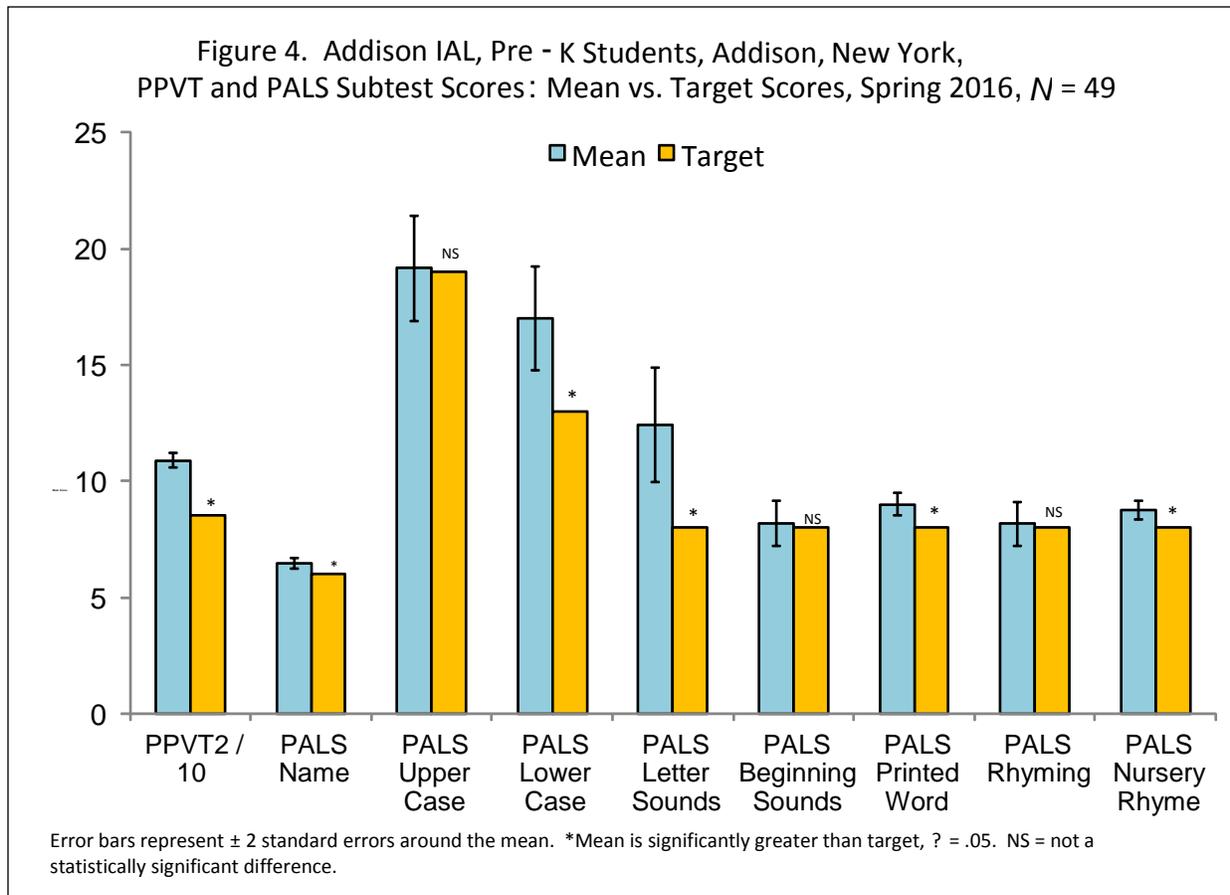
STUDENT OUTCOME FINDINGS

PRE-KINDERGARTEN



- Most (95.8%, n=49) of Addison Pre-K students aged four years scored 85 or higher on the PPVT test in fall 2015 (Figure 3). **By spring 2016, 98.0% (n=50) of the Pre-K students scored 85 or more points on the PPVT.** 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 48% (n=48) of Addison Pre-K students increased their PPVT scores by four or more points between fall 2015 and spring 2016. 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. This has been true for several years in the Addison Pre-K rooms and may indicate another assessment would be helpful for lesson planning.
- In spring 2016, 61.2% (n=48) of the pre-k students correctly identified 19 or more upper case letters on the PALS test, up from 18.4% (n=49) for the fall 2015 test.

PPVT and PALS Sub-test Scores



- **PPVT and PALS sub-test mean scores for Addison pre-K students in spring 2016 were significantly greater than target scores for all but three PALS subtests; scores for Upper Case, Beginning Sounds and Rhyming were not significantly different than their corresponding targets (Figure 4).**
- **All but one Pre-K student met the target score (85 points) for the PPVT in spring 2016;** the mean change in PPVT scores from fall 2015 (104.4) to spring 2016 (108.7) was 4.3 points and the percent achieving a 4 point increase was moderate (47.9%), likely due to the high baseline mean for fall 2015.
- Eighty (80) percent or more of the students achieved the spring 2016 targets for the following PALS subtests: Name (92%), Printed Word (88%), Rhyming (80%) and Nursery Rhyme (84%).
- The percentage of pre-K students who met or exceeded targets for the other PALS subtests ranged from 61% (Upper Case) to 78% (Beginning Sounds) (Table 1).
- **Spring 2016 mean PALS scores were higher than spring 2015 scores for four out of eight (50%) subtests: Lower Case, Printed Word, Rhyming and Nursery Rhyme (Table 1).**

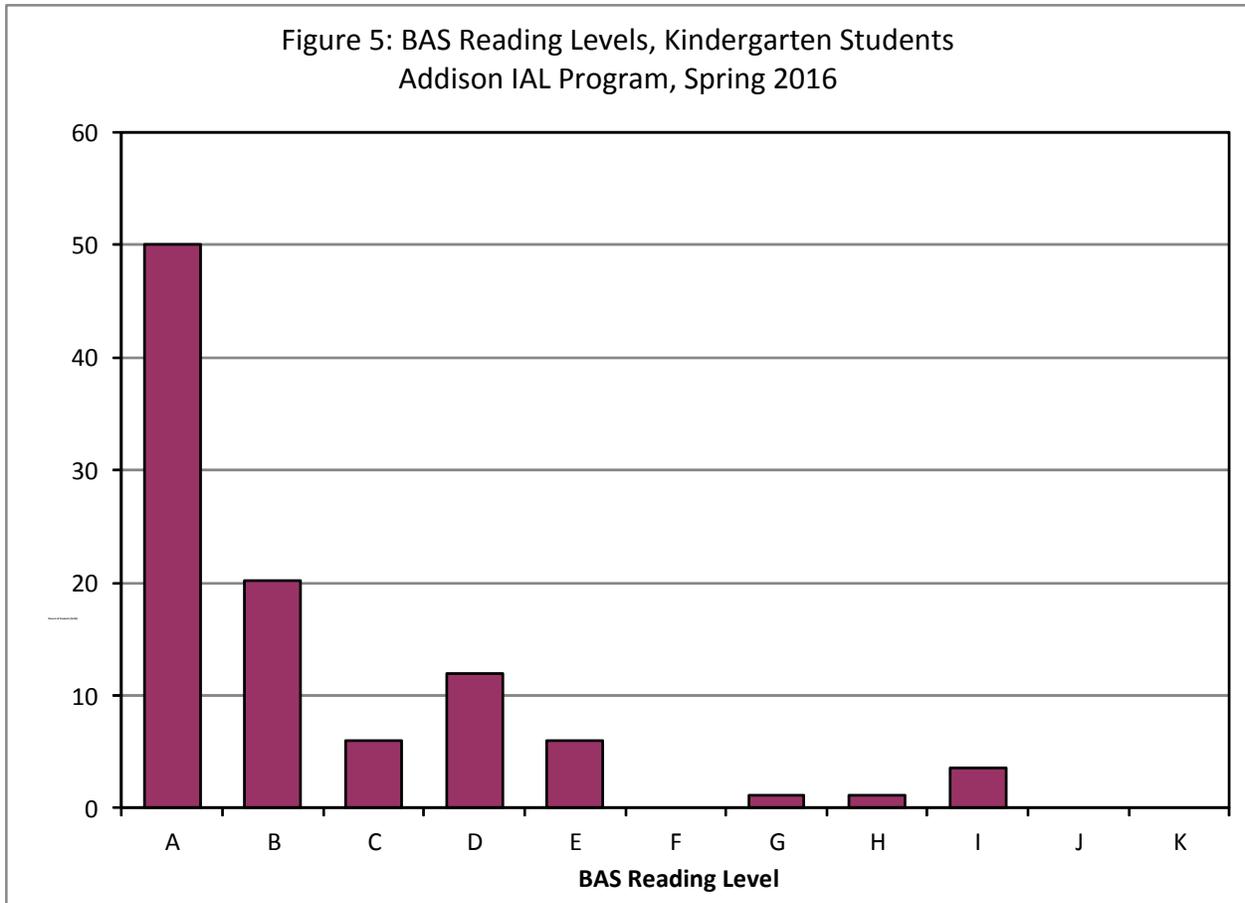
Test	Target	Mean				Achieved Target (%)			
		2016	2015	2014	2013	2016 n=49	2015 n=52	2014 n=50	2013 n=35
PPVT	85	108.7	110.0	108.9	113.2	98.0	98.1	100.0	100.0
PPVT Increase	4	4.4	0.9	0.0	3.6	47.9	34.6	38.0	57.1
PALS Name	6	6.4	6.9	6.2	6.4	91.8	92.3	84.0	97.1
PALS Upper Case	19	19.1	18.6	19.0	21.3	61.2	61.5	60.0	71.4
PALS Lower Case	13	17.0	16.1	16.3	18.8	71.4	63.5	64.0	77.1
PALS Letter Sounds	8	12.4	13.0	11.7	14.2	63.3	73.1	64.0	74.3
PALS Beginning Sounds	8	8.2	8.9	8.3	9.2	77.6	86.5	72.0	88.6
PALS Printed Word	8	9.0	8.9	8.7	9.3	87.8	82.7	82.0	88.6
PALS Rhyming	8	8.2	8.3	8.7	8.7	79.6	76.9	80.0	74.3
PALS Nursery Rhyme	8	8.8	8.5	7.6	8.9	83.7	78.8	52.0	80.0

KINDERGARTEN

**Table 2: Kindergarten Local ELA Scores
Addison IAL Program, 2014-2016**

Statistic	Fall 2015	Spring 2016	Spring 2015	Spring 2014
<i>M</i>	55.7	124.0	134.3	138.0
<i>SD</i>	29.6	30.1	26.5	18.7
<i>Median</i>	55.0	132.0	141.0	139.0
<i>SEM</i>	3.1	3.3	3.3	2.1
Target Score	80	80	121	121
Achieved Target (%)	23.1	61.4	75.4	80.7
<i>N</i>	91	83	65	83

- The mean Local ELA score for kindergarten students in fall 2015 was 55.7, and about 23% of students achieved the fall target score (80 points) (Table 2).
- **The mean Local ELA score for kindergarten students in spring 2016 was 124.0, which was more than twice the baseline mean and higher than the target level (121). About 61% of students achieved the spring target ELA score (121).**
- The mean ELA score and percentage of students achieving the target score in spring 2016 were lower than comparable statistics for spring 2014 and 2015.

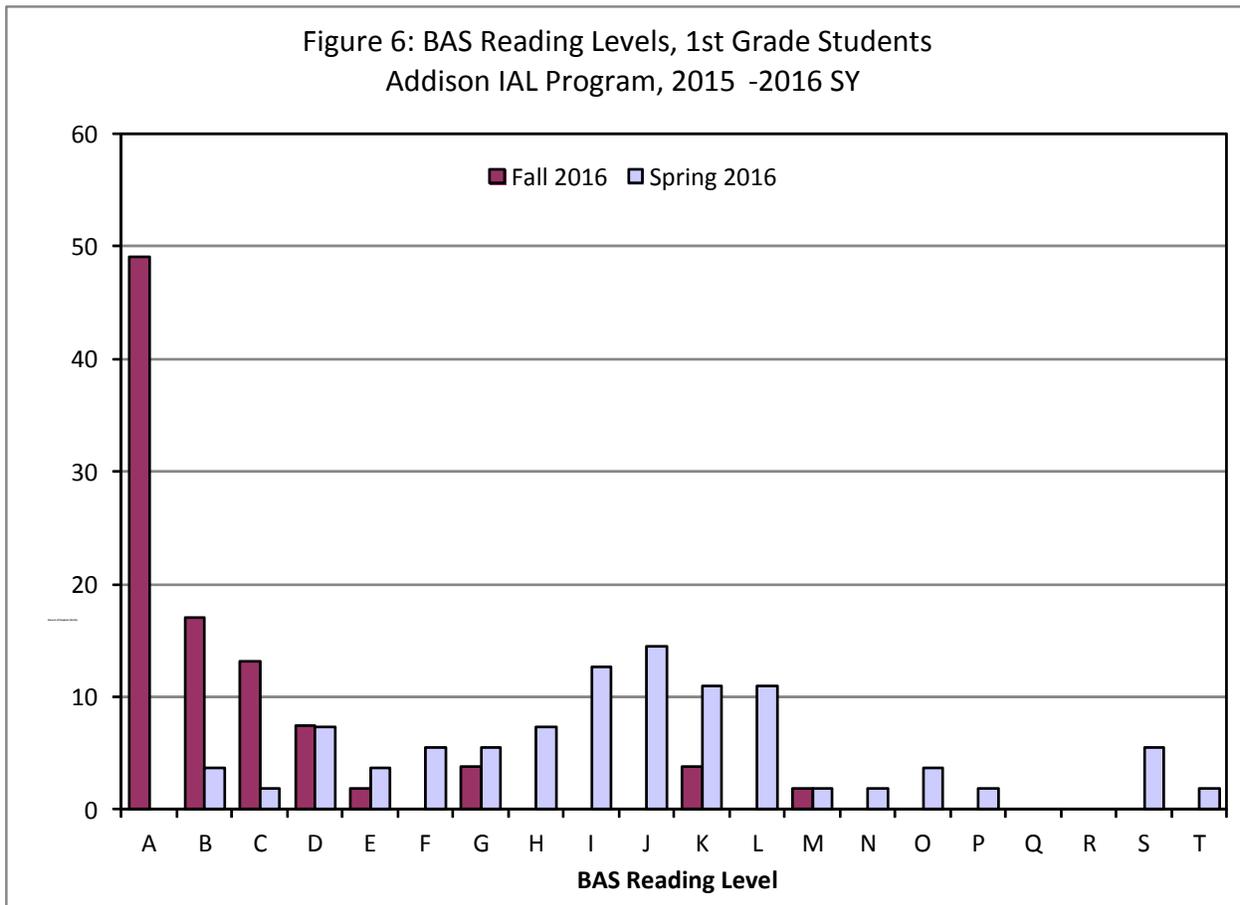


- The distributions of BAS reading levels for the Addison IAL kindergarten students in spring 2016 are shown in Figure 5. The modal level in spring 2016 was 'A', which represented 50% of students.
- The median rank of reading levels for spring 2016 was 1, corresponding to the level 'A'.
- **About 22% of the kindergarten students achieved the spring BAS Target of level “D”**

Summer Academy - Kindergarten

- Sixteen kindergarten students enrolled in summer academy in 2016. Of these, 7 students completed the BAS test in August: **one kindergarten student achieved the summer target (D)** and the average increase in letter score was 1.14, most commonly from level B to level C.

GRADE 1



- The distributions of BAS reading levels for the first grade Addison IAL students in fall 2015 and spring 2016 are shown in Figure 6. The modal level in fall 2015 was 'A', which represented 49.1% of students.
- The median rank of reading levels for fall 2015 was 2, corresponding to the level 'B'. Less than one-fifth (18.9%) of first-graders were reading at or above the target level (D) in fall 2015.
- In spring 2016, the modal level for reading scores was J, which represented 14.5% of students, and the median rank was 10, also corresponding to level 'J'.
- **About 53% of grade 1 students were reading at or above the target level (J) in spring 2016**

**Table 3. Grade 1 Star Reading Scores
Addison IAL Program, 2015 - 2016**

Statistic	Fall 2015	Spring 2016
<i>M</i>	86.0	186.0
<i>SD</i>	48.2	95.8
<i>Median</i>	70.0	195.5
<i>SEM</i>	12.2	25.8
Target Score	67	196
Achieved Target (%)	40.0	50.0
<i>N</i>	50	52

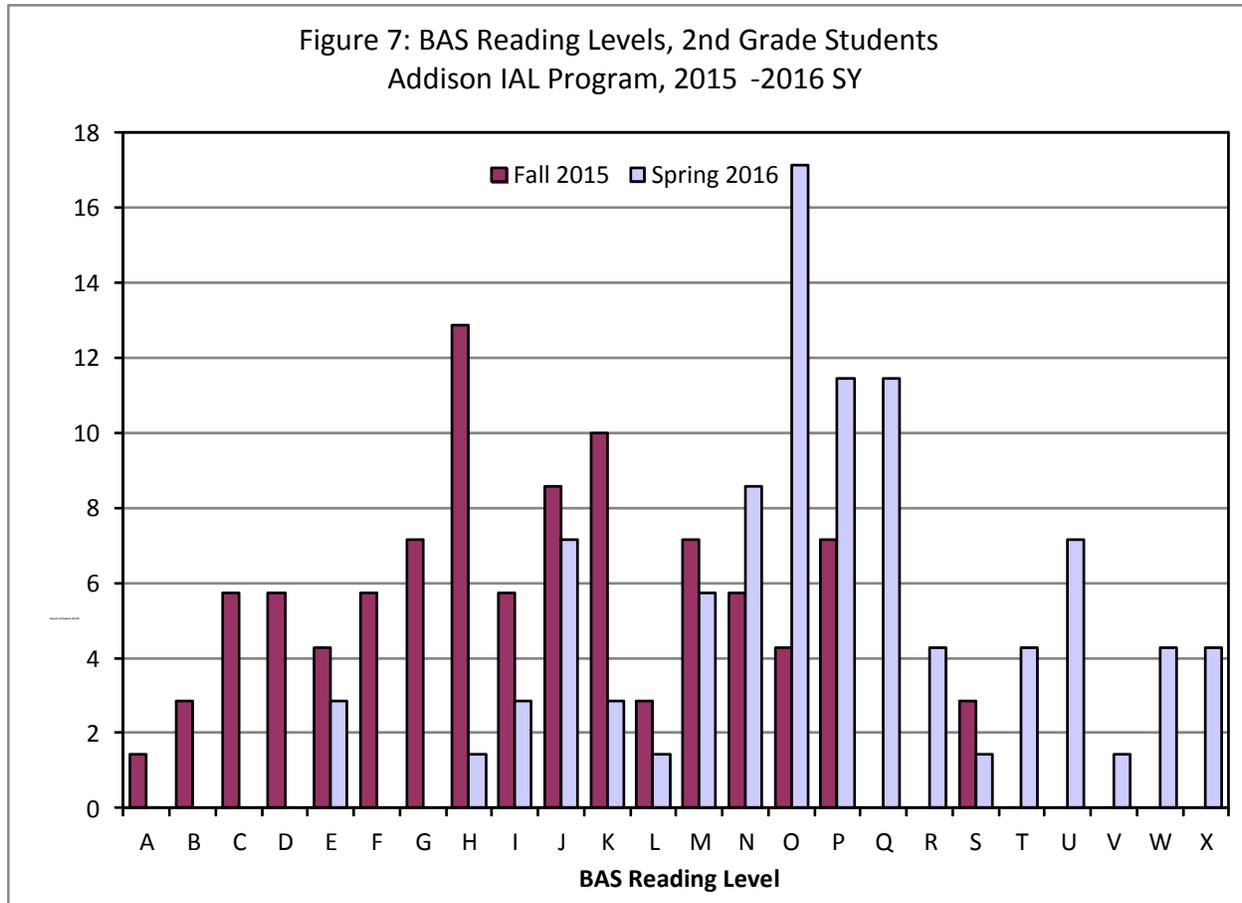
- The mean STAR reading score for first-grade students in fall 2015 was 86.0 and 40% of students scored at or above the target level (67) (Table 3). The relatively high mean compared to the percent who achieved target was due to four students who scored greater than 200 on the fall test.
- **In spring 2016, the mean STAR reading score was 186.0; 50% of grade 1 students scored at or higher than the target in spring 2016.**

Summer Academy - Grade 1

- Ten (10) grade 1 students enrolled in summer academy in 2016 and 9 students completed the BAS test in August: **three grade 1 students achieved or exceeded the summer target (J) and the average increase in letter level was 1.44.**

GRADE 2

- The distributions of BAS reading levels for the second grade Addison IAL students in fall 2015 and spring 2016 are shown in Figure 7. The modal level in fall 2015 was 'H', which comprised 12.9% of students.
- The median rank of reading levels for fall 2015 was 9, corresponding to the level 'I'. About 48.6% of second-graders were reading at or above the target level (J) in fall 2015.
- In spring 2016, the modes for reading scores was 'O', which represented 17.1% of students, and the median rank was 15, also corresponding to level 'O'.
- **About 81.4% of grade 2 students were reading at or above the BAS target level (M) in spring 2016.**



**Table 4: Grade 2 STAR Reading Scores
Addison IAL Program, 2015 - 2016**

Statistic	Fall 2015	Spring 2016
M	181.7	336.8
SD	116.1	129.9
Median	132.5	326.0
SEM	21.4	41.5
Target Score	200	346
Achieved Target (%)	37.5	39.4
N	72	66

- The mean STAR reading score for second-grade students in fall 2015 was 181.7 and 37.5% of students scored at or above the target level (200) (Table 4).
- In spring 2016, the mean STAR reading score was 336.8, which was slightly below the spring target (346).

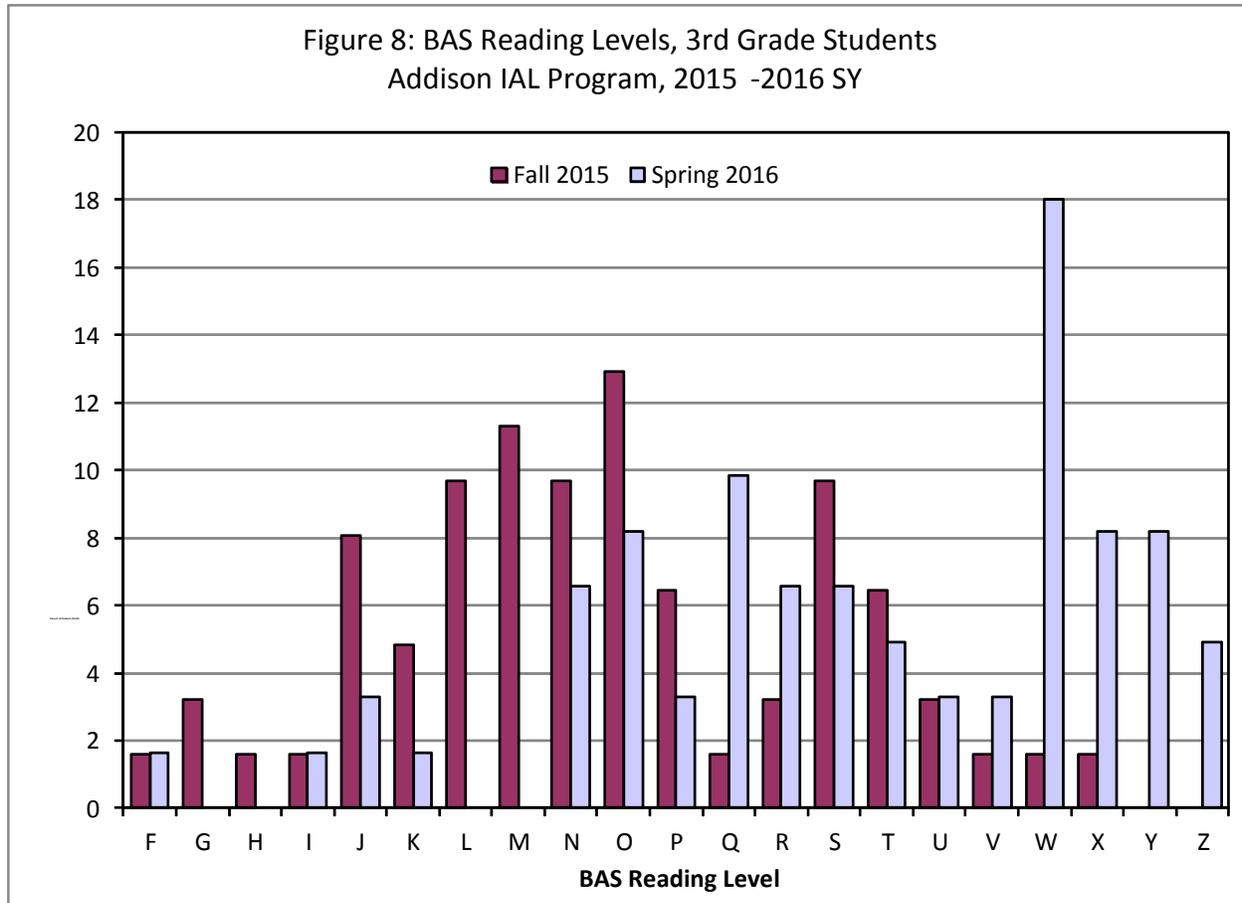
- **In spring 2016, 39.4% of grade 2 students scored at or higher than the STAR target (346).**
- Spring 2015 and spring 2016 STAR reading scores were available for 62 of the second grade students. Of these, 17 students (27.4%) met or exceeded the spring STAR targets in both 1st and 2nd grade. Eight (12.9%) of students who did not achieve the first grade target in spring 2015 met or exceeded the second grade target. Twenty-eight students (45.2%) did not achieve the spring targets in either year.

Summer Academy - Grade 2

- Fifteen grade 2 students attended summer academy in 2016, and 10 students completed the BAS test in August: **five students achieved or exceeded the summer target (M)**, but on average, students regressed relative to their spring 2016 scores - the average change in letter score was -0.60.

GRADE 3

- The distributions of BAS reading levels for the third grade Addison IAL students in fall 2015 and spring 2016 are shown in Figure 8. The modal level in fall 2015 was 'O', which comprised 12.9% of students.
- The median rank of reading levels for fall 2015 was 14, corresponding to the level 'N'. About 69% of second-graders were reading at or above the target level (M) in fall 2015.
- In spring 2016, the modal reading level was 'W', which represented 18% of students, and the median rank was 20, corresponding to level 'T'.
- **About 77% of grade 3 students were reading at or above the BAS target level (P) in spring 2016**



**Table 5: Grade 3 STAR Reading Scores
Addison IAL Program, 2015 - 2016**

Statistic	Fall 2015	Spring 2016
<i>M</i>	327.6	451.2
<i>SD</i>	146.2	162.1
<i>Median</i>	327.0	460.0
<i>SEM</i>	41.3	57.3
Target Score	348	450
Achieved Target (%)	41.3	51.6
<i>N</i>	63	62

- The mean STAR reading score for third-grade students in fall 2015 was 327.6; 41.3% of students scored at or above the fall target level (Table 5). The median score (50th percentile) for fall 2015 was 327.0.

- In spring 2016, the mean STAR reading score for third grade students was 451.2, which was above the spring target (450). The median score for spring 2016 was 460.
- **In spring 2016, 51.6% of grade 3 students scored at or higher than the target (450).**
- Spring 2015 and spring 2016 STAR reading scores were available for 62 of the third grade students. Of these, 31 students (50.0%) met or exceeded the spring STAR targets in both 2nd and 3rd grade. One (1.6%) student who did not achieve the 2nd grade target in spring 2015 met or exceeded the 3rd grade target. Nineteen students (30.6%) did not achieve the spring targets in either year.

**Table 6: NYS ELA Scores, Grade 3
Addison IAL Program, Spring 2016**

Level	Number	Percent
1	22	39.3
2	19	33.9
3	13	23.2
4	2	3.6
Missing	17	---
Total	73	100

- About 39% and 34% of the 3rd grade students scored at Levels 1 and 2, respectively, on the spring 2016 NYS ELA tests (Table 6).
- **About 27% of grade 3 students scored at Levels 3 or 4 (proficient) on the 2016 NYS ELA tests.**

Summer Academy- Grade3

- Eleven grade 3 students enrolled in summer academy in 2016 and 4 students completed the BAS test in August: all four students achieved or exceeded the summer target (P) and the average increase in letter score was 0.50.

GRADE 4**Table 7: Grade 4 STAR Reading Scores
Addison IAL Program, 2015 - 2016**

Statistic	Fall 2015	Spring 2016
<i>M</i>	425.5	528.6
<i>SD</i>	149.1	163.7
<i>Median</i>	431.5	527.0
<i>SEM</i>	50.9	64.1
Target Score	458	550
Achieved Target (%)	38.6	45.6
<i>N</i>	70	68

- In fall 2015, the mean STAR reading score was 425.5 and the median score was 431.5 (Table 7).
- About 39% of fourth-graders achieved the fall target score of 458.
- The mean STAR reading score in spring 2016 was 528.6 and the median score (50th percentile) for spring 2016 was 527.
- **About 46% of fourth grade students achieved the spring 2016 target STAR score of 550.**
- Spring 2015 and spring 2016 STAR reading scores were available for 66 of the fourth grade students. Of these, 24 students (36.4%) met or exceeded the spring STAR targets in both 3rd and 4th grade. Six students (9.1%) who did not achieve the 3rd grade target in spring 2015 met or exceeded the 4th grade target in spring 2016. Twenty-nine students (43.9%) did not achieve the spring targets in either year.

**Table 8: NYS ELA Scores, Grade 4
Addison IAL Program, Spring 2016**

Level	Number	Percent
1	14	23.3
2	27	45.0
3	15	25.0
4	4	6.7
Missing	15	---
Total	75	100.0

- About 23% of Addison IAL 4th graders scored at Level 1 on the NYS ELA tests in spring 2016, and 45% scored at Level 2 (Table 8).
- **About 32% of grade 4 students scored at proficient levels (Levels 3 and 4 on the NYS ELA tests in spring 2016).**

Summer Academy- Grade 4

- Six grade 4 students enrolled in summer academy in 2016 and 3 students completed the BAS test in August. All of these students achieved or exceeded the summer target (Q).

GRADE 5

**Table 9: Grade 5 STAR Reading Scores
Addison IAL Program 2015 - 2016**

Statistic	Fall 2015	Spring 2016
M	571.0	723.7
SD	206.3	226.5
Median	558.0	691.5
SEM	72.5	91.9
Target Score	550	670
Achieved Target (%)	53.2	51.6
N	62	62

- The mean and median STAR reading scores for grade 5 students in fall 2015 were 571.0 and 558.0, respectively (Table 9). Both of these measures were above the target score of 550 for fifth graders.
- In fall 2015, 53.2% of fifth graders achieved or exceeded the target score of 550.
- In spring 2016, the mean STAR reading score was 723.7, which exceeded the spring target score (670); the median score was 691.5, i.e. half of the fifth graders had scores greater than or equal to 691.5.
- **About 52% of grade 5 students achieved the target score of 670 in spring 2016.**
- Spring 2015 and spring 2016 STAR reading scores were available for 60 of the fifth grade students. Of these, 27 students (45.0%) met or exceeded the spring STAR targets in both 4th and 5th grade. Three students (5.0%) who did not achieve the 4th grade target in spring 2015 met or exceeded the 5th grade target in spring 2016. Twenty-two students (36.7%) did not achieve the spring targets in either year.

**Table 10: NYS ELA Scores, Grade 5
Addison IAL Program, Spring 2016**

Level	Number	Percent
1	12	22.6
2	23	43.4
3	12	22.6
4	6	11.3
Missing	12	---
Total	65	100.0

- About 23% of fifth grade students scored at Level 1 on the NYS ELA tests in spring 2016 and another 43% scored at Level 2 (Table 10).
- **About 34% of fifth grade students scored at proficient levels (Levels 3 and 4) on the NYS ELA tests in spring 2016.**

GRADE 6

**Table 11: Grade 6 STAR Reading Scores
Addison IAL Program, 2015 - 2016**

Statistic	Fall 2015	Spring 2016
<i>M</i>	681.2	718.2
<i>SD</i>	194.2	237.6
<i>Median</i>	657.0	683.0
<i>SEM</i>	95.4	100.6
Target Score	671	779
Achieved Target (%)	49.0	33.3
<i>N</i>	51	51

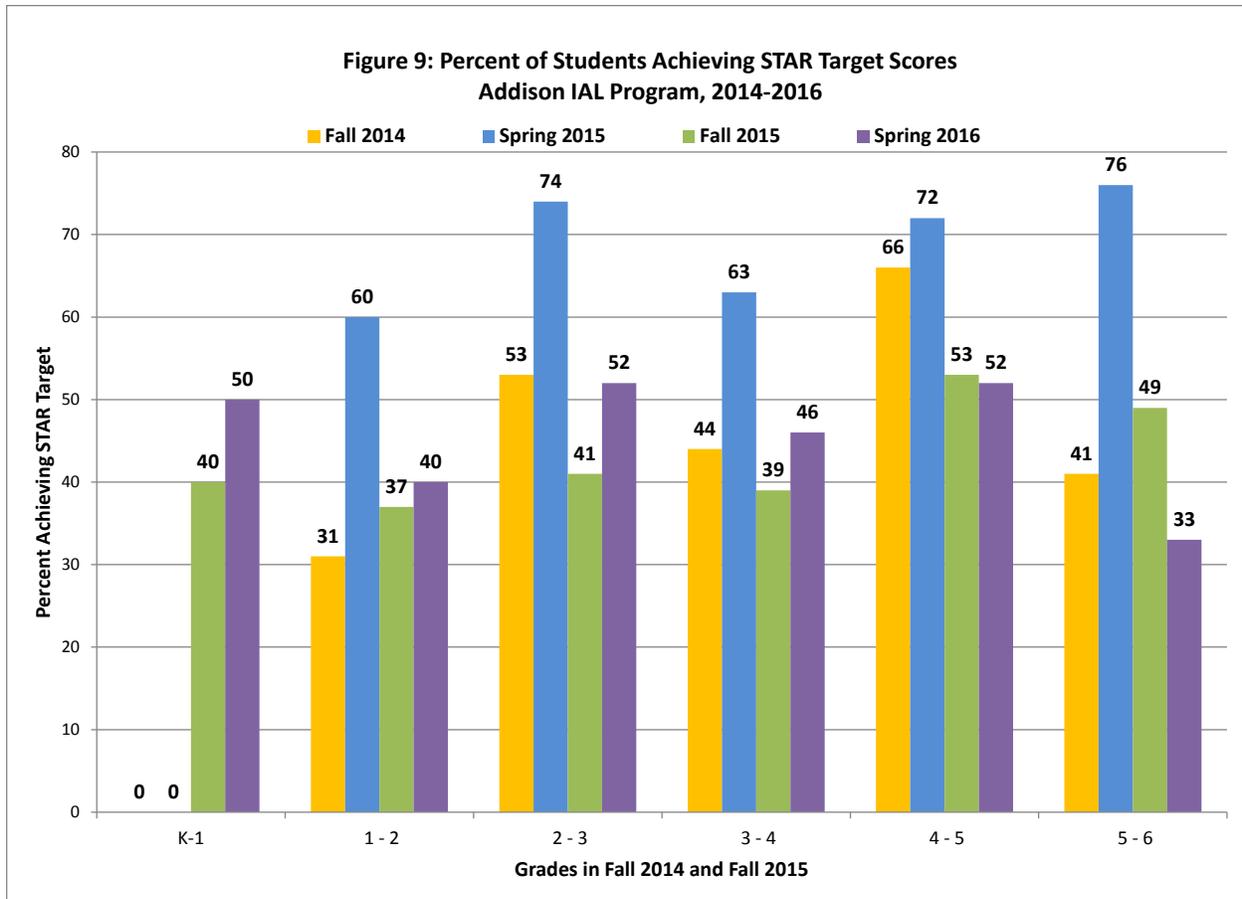
- The mean STAR reading score for Addison sixth graders in fall 2015 was 681.2 and the median score was 657 (Table 11).
- About 49% of sixth grade students scored at or above the target level (671) in fall 2015.

- In spring 2016, the mean STAR reading score was 718.2 and the median score was 683.0.
- **About 33% of sixth graders scored at or above the STAR target level (779) in spring 2016.**
- Spring 2015 and spring 2016 STAR reading scores were available for 49 of the 6th grade students. Of these, 14 students (28.6%) met or exceeded the spring STAR targets in both 5th and 6th grade. One student (2.0%) who did not achieve the 5th grade target in spring 2015 met or exceeded the 6th grade target in spring 2016. Twenty students (40.8%) did not achieve the spring targets in either year.

**Table 12: NYS ELA Scores, Grade 6
Addison IAL Program, Spring 2016**

Level	Number	Percent
1	12	27.3
2	24	54.5
3	7	15.9
4	1	2.3
Missing	17	---
Total	61	100.0

- About 27% and 55% of 6th graders scored at Levels 1 and 2, respectively, on the NYS ELA tests in spring 2016 (Table 12).
- **About 18% of 6th graders scored at Levels 3 and 4 (proficient) on the NYS ELA tests in spring 2016.**



- The percentage of students achieving target scores of the STAR reading tests are shown in Figure 9 by for fall and spring for both years.
- Decrease between the spring 2015 and the fall 2015 semesters were noted for all grades.
- **Percentages of students meeting the STAR targets for the 2015-2016 school year were lower than the previous year but it is important to note the District raised the targets for the second year of the grant.**

CONCLUSIONS & RECOMMENDATIONS

The evaluation team collected information and evidence to state with confidence that there is strong fidelity to the originally designed work plan and program model. Additionally, substantial progress has been made in achieving all four of the program goals of:

- 1) Children will increase their pre-literacy skills development and enter kindergarten ready for reading success;
- 2) Students will increase their ability to comprehend text of increasing complexity to support achievement of the Common Core Learning Standards;
- 3) Students will have increased access to print materials, with a balance of literature and informational text, appropriate for their age and skill level; and
- 4) Teachers will increase their knowledge and skills for using instructional strategies that foster reading comprehension skills.

The formal collaboration between the school district and early childhood partners was a powerful opportunity for both professional development and peer learning, generating a shared understanding of what children need to know to be ready for school. The two different professional development programs provided for these early childhood staff addressed different and complimentary aspects of literacy-building in the home setting with Child Care Aware® providing specific lesson plans and Leading EDGE explaining the “science” behind the reading activities.

Initially, many of the elementary teachers expressed being over-whelmed by the requirements of the Common Core modules as a framework for employing what they were learning in the grant-funded professional development. By the end of the grant however, teachers were demonstrating new confidence and more consistently applying new instructional practices to the Common Core Standards. Overall the professional development provided valuable formal training as well as peer learning opportunities. Teachers expressed particular appreciation for the trainings that demonstrated specifically how to apply the techniques to the State modules, and for having adequate planning time to restructure lesson plans. Teachers from Pre-K through middle school have numerous assessment tools and are actively utilizing them to implement student grouping and individualized instruction.

Technology is well used in many classrooms including Pre-K students interacting with the Promethean touch board. Elementary grade students actively engaged with desk top computers and iPads in the classrooms as well as in the Library. The coordination of library services with classroom teachers has continued with the new librarian and became more intentional in year

two of the grant. Library services were dramatically enhanced physically and with new staffing. The grant has supported the distribution of books in homes, childcare settings and in classrooms. The community literacy events were well received by staff and teachers at all levels as well as by parents. They are seen as wonderful opportunities to engage families, share books and promote reading in the home. As one teacher noted:

- *Literacy events allow us to reach out to the community in a variety of different ways. It is a great platform for achieving several goals set by the district with one event.*

In an effort to provide additional academic support for students scoring a 2 or 3 on the New York State ELA assessment, a Summer Literacy Academy was provided. It offered these students five weeks each summer of reading instruction building on the school year's curriculum. The instruction utilized the F&P leveled literacy and guided reading techniques and each day included time for writing instruction, technology based intervention programs, swimming instruction and two meals each day. In total 33 students across grades K- grade 4 were assessed in August and 16 or 48% met the F&P BAS target for their grade level.

As detailed in the Student Outcome section, the District used a variety of assessments to progress monitor students and measure year end literacy levels. Although there is considerable room for improvement, it is noteworthy that the District raised their spring target scores for the STAR assessment for the second straight year as they continue to research and implement evidence-based instructional strategies. **The percent of students by grade level that achieved target scores on the spring 2016 reading assessments are as follows.**

Pre-K Students

- 98% - PPVT target (5)
- 61% -92% – PALS targets:
 - 92%- Name (6); 88%-Printed Word (8); 84% Nursery Rhyme(8); 80%- Rhyming (8); 78% -Beginning Sounds (8); 71% - Lower Case (13); 63% - Letter Sounds (8); 61% -Upper Case (19)

Kindergarten Students

- 61% - local ELA assessment target (80)

Grade 1 Students

- 53% - BAS target level (J)
- 50% - STAR target (196)

Grade 2 Students

- 81% - BAS target level (M)
- 39% - STAR target (346).

Grade 3 Students

- 77% - BAS target level (P)
- 52% - STAR target (450)
- 27% - NYS ELA (Level 3 or 4)

Grade 4 Students

- 46% - STAR target (550)
- 32% - NYS ELA (Level 3 or 4)

Grade 5 Students

- 52% - STAR target (670)
- 34% - NYS ELA (Level 3 or 4)

Grade 6 Students

- 33% - STAR target (779)
- 18% - NYS ELA (Level 3 or 4)

We offer the following recommendations while recognizing many of these items have been suggested and discussed over the course of the eighteen months and some are underway

1. Further development of community partnerships

- Continue to build on the partnerships with the early childhood partners; meet as a group to collaborate, engage in peer learning, and explore new opportunities to strengthen community wide supports for families, agree on consistent messaging and promote reading and literacy activities in the home.

2. Additional professional development needs

- Early Head Start and Pre-K teachers could benefit from ongoing professional development and coaching on dialogic reading.
- Develop and support peer learning opportunities among pre-K staff regarding print-rich environments and vocabulary development.
- Offer new teacher/staff orientation, annual refresher courses or some in-classroom coaching on dialogic reading for early childhood home visiting staff and Pre-K teachers. The orientation process might include peer mentors to assure all teaching staff are using consistent high quality instruction with parents and students.

- Continue to offer all elementary teaching staff professional development and planning time to implement best practices of guided reading and reading comprehension strategies. Continue this in the context of the NYS Common Core curriculum modules with technical assistance or coaching for integrating these strategies into specific lessons.

3. Fine-tuning student assessment processes

- Examine the many student assessments used at the various grade levels. Work with the teachers and professional development consultants to review and revise the assessment schedule as needed. Consider reducing the number used annually.
- Use a pre and post-test of the Summer Literacy Academy students to clearly assess the impact of this intervention to prevent summer regression.

4. Enhancing library services and book distribution

- Consider attracting and training a volunteer to manage the loan and re-shelving of books in the Pre-K library to support students' borrowing books.
- Consider implementing a simple request form from the Library emailed regularly to teachers asking what instructional topics the Library can support over the next few weeks.
- Consult with the teachers and library staff prior to the purchase of books for free distribution in the community so that the books support the district's instructional goals.

5. Additional after-school and summer learning opportunities

- Consider adding academic and enrichment programming after-school for struggling readers. Explore New York State 21st CCLC and other extended day funding sources.
- Expand the Summer Literacy Academy enrollment.

APPENDICES

APPENDIX A ADDISON IAL LOGIC MODEL

APPENDIX B PROJECT IMPLEMENTATION SUMMARY CHART

APPENDIX C LITERACY EVENT LOG

APPENDIX D EVALUATION OBSERVATION & SURVEY TOOLS

Addison Central School District IAL Read 2 Learn Project Logic Model (2014-2016)			
A federally funded <i>Innovative Approaches to Literacy</i> program designed to build capacity within the Addison School District and the greater Addison community to facilitate reading readiness for children age birth-5, improve reading comprehension skills for students through grade 6, and establish a continuum of literacy skills development supports that include home, school and community			
Key Program Activities	Outputs	Outcomes	
		Short/Intermediate Term	Long Term
<ul style="list-style-type: none"> • Collaborate with Child Care Aware® to provide curriculum and training for daycare providers • Collaborate with Early Head Start and Healthy Families and JM family Resource Center to facilitate home-school connection, train staff on development of early literacy skills • Increase access to print, in a balance of literature and informational text, through book giveaways, technology, improved library collections, and leveled classroom libraries • Implementation of instructional practices in preK-6th grade to support achievement of the Common Core Standards, focused on improving reading comprehension skills • Use and coordination of library resources with classroom instruction 	<ul style="list-style-type: none"> • All registered daycare providers, Health Families and Early Head Start staff are <ul style="list-style-type: none"> - provided with Early Literacy Connections curriculum and trained in the delivery of it - provided with training, resources and strategies to support development of pre-literacy skills in the home • Distribution of books for take-home libraries (25 books per child age birth – 3, 25 books per Pre-K student, and \$34 to buy books for each K-6 grade student) • Print materials added to classrooms, library and take-home bags to achieve 50-50 balance of literature and informational text and support achievement of Common Core Standards • Instructional focus on vocabulary development and reading comprehension in 	<ul style="list-style-type: none"> • Early Childhood partners and providers will: <ul style="list-style-type: none"> - provide positive feedback on the professional development and new collaborative relationships - report improved understanding development of pre-literacy skills • Students will use informational text, in multiple formats, appropriate for their age and skill level both in school and at home <i>as measured by media specialist, teacher and parent feedback (survey), review of student portfolios, and library circulation data</i> • All Teachers will increase their knowledge, skills and practice of instructional strategies that foster the development of reading comprehension <i>as measured by observations by the Literacy Intervention Specialists (LIS), Leading Edge staff, external evaluator and attendance records for professional development</i> • Classroom teachers and LIS will use assessments to form small groups and inform instruction <i>measured by self-report (survey) and evaluator observation</i> • 80% of 4-yr.old Pre-K participants will demonstrate significant gains in oral language skills <i>as measured by a statistically significant gain on the PPVT and PALS. GPRA</i> • K-grade 6 students will show significant increase in reading with understanding through 	<ul style="list-style-type: none"> • Children will be better prepared for kindergarten as measured by overall increases in PPVT-IV assessment scores among children who enter K at age level • 30% of students (3rd-6th) will meet or exceed proficiency on NYS English Language Arts Assessment GPRA

<ul style="list-style-type: none"> • Use of Fountas & Pinnell Leveled Literacy Intervention system for reading intervention • Summer Literacy Academy for 1st-6th – for those approaching benchmark • Use of assessment data to inform instruction • Professional Development (PD) for 4th and 5th grade: <ul style="list-style-type: none"> ➢ Thoughtful Classroom ➢ Fountas & Pinnell (F&P) ➢ LeadingEDGE-comprehension 	<p>100% of pre-k – 6th grade classrooms</p> <ul style="list-style-type: none"> • Increased availability of Technology and integrated into instruction in all classrooms and library • In-Class supports in place – Literacy Intervention Specialists, Library Media staff • Students reading /signing out informational text from school library for school work or pleasure will increase • All Assessments administered as scheduled • #'s of PD sessions completed and staff trained 	<p>development of age- appropriate skills <i>measured by</i></p> <ul style="list-style-type: none"> ➢ <i>F&P (K-6th) and STAR (1st-6th)</i> 	
<p>Target 650 students in Pre-k through 6th grade (including Head Start) and 100 children age birth-5 in non-school settings</p>			

ADDISON CENTRAL SCHOOL DISTRICT IAL IMPLEMENTATION SUMMARY 2014-2016			
Program Component	Grade	Information Source	Evidence of Progress
<ul style="list-style-type: none"> ➤ Collaborate with Child Care Aware to provide training for daycare providers RE: early literacy skill development ➤ Collaborate with Early Head Start and Healthy Families to facilitate home-school connection 	< K	<ul style="list-style-type: none"> - Interviews/Focus Group with Early Childhood Partners, Project Director and Head Start Staff -Review of Child Care Aware and Leading Edge Curriculums used for training -Parent Surveys 	<ul style="list-style-type: none"> - Professional Development and distribution of curriculum, lesson plans, books and literacy materials Implemented as planned. - Positive feedback from Early Childhood partners regarding: quality of training; new knowledge and understanding on early literacy skill development; and impact on instructional methods with families - newly formed collaborations with EC community leading to new grant application (NY Newspaper Foundation) and regional planning efforts (<i>Pathways to Success</i>)
<ul style="list-style-type: none"> ➤ Increase access to print, in a balance of literature and informational text, through book giveaways, technology, improved library collections, leveled classroom libraries, home visits, family and community literacy events, and the parent resource center 	District Pre-K – 6 th	<ul style="list-style-type: none"> - Literacy Event Logs - Program documentation - Interviews/ Focus Groups with Project Director, Early Childhood Partners, Head Start Staff, District Pre-K to grade 4 staff - Observations District Pre-K to grade 4 classrooms - Parent Surveys 	<ul style="list-style-type: none"> - Full time librarian hired for Pre-K-6 (and supported by previously in place full time teaching assistant and full time clerical person. - library space was nearly tripled by conversion of a former classroom into a computer center research space, and conversion of a storage area into tiered seating for group reading aloud, use of the Promethean touch board, and skits. - Technology is well used, and new applications are being added to the iPad collection - main circulation room was renovated with new carpet and paint, - collection viewed by all staff as greatly improved over course of both this IAL grant and the IAL grant from 2011-2014 and now reorganized to be more user-friendly for students and teachers. -Book Distributions implemented as planned - Pre-K through grade 3 classrooms have received 25 books each year; grade 4-6 student each receive \$34.00 annually to order books of their choosing; Books for children birth to age three years are distributed through community partners and children received at least 20 books each year, Over thirty-five (35) IAL Sponsored community literacy events have been held to date. - Print materials added to classrooms libraries and take-home bags have achieved a 50-50 balance of fiction and non-fiction, and support the Common Core

Program Component	Grade	Information Source	Evidence of Progress
<ul style="list-style-type: none"> ➤ Implement instructional practices to support achievement of the Common Core Standards, aligned with the NYS Common Core curriculum modules, focused on students' ability to comprehend text of increasing complexity. ➤ Summer Literacy Academy for 1st-6th – for those approaching benchmark. 	<p>District Pre-K – 6th</p>	<ul style="list-style-type: none"> - Interviews/Focus Groups with teachers and support staff; Project Director; Kristie Pierce of Leading EDGE - Review and analysis of assessment results - Review of program documentation including lesson plans and progress monitoring records - Observations in selected classrooms - Teacher survey 	<ul style="list-style-type: none"> - K-6th grade teachers utilizing small group and guided reading techniques for ELA and social studies lessons - 1st-6th using guided reading and new reading comprehension and demonstrating progress and new confidence in aligning these to the NYS Common Core curriculum modules - from spring 2015 to fall 2015, significant shift in the attitude and confidence among 4th grade teachers (received spring 2015 professional developmental) due to professional developmental, planning time and other grant supports. - Summer Literacy Academy operated as planned –half days (8:30-11:30 a.m.), four days per week, for five weeks in 2015 to students scoring 2-3 on New York State ELA assessments or other district selected assessments) Sixty-four (64) students were invited to participate, 55 enrolled grades 1-5.
<ul style="list-style-type: none"> ➤ Use and coordination of library resources and technology with classroom instruction 	<p>District Pre-K – 6th</p>	<ul style="list-style-type: none"> - Interviews/Focus Groups/Surveys with library staff; Project Director; teachers and support staff - Observations in selected classrooms - Review of Literacy Event logs 	<ul style="list-style-type: none"> - Library services dramatically enhanced physically and in staffing - Coordination of library services with classroom teachers has continued with the new librarian - with plans to be more intentional in 2015-2016 -Technology in use to supplement reading comprehension lessons/instruction in all classrooms Pre-k – 6th grade
<ul style="list-style-type: none"> ➤ Use of Fountas & Pinnell Leveled Literacy Intervention system for reading intervention ➤ Use of assessment data to inform instruction 	<p>District Pre-K – 6th</p>	<ul style="list-style-type: none"> - Interviews/Focus Groups/Surveys with teachers and support staff; Project Director - Review and analysis of assessment results - Observations in selected classrooms 	<ul style="list-style-type: none"> - F&P Leveled Literacy system and libraries in use in ACSD elementary classrooms - Assessments administered as planned and used for small group formation, lesson planning and individualized instruction. <ul style="list-style-type: none"> • Pre-K: PALS 3/yr.; PPVT 2/yr. • Kindergarten – Local Assessment 3/yr. • 1st and 2nd grade – F&P Benchmark 3/yr.; STAR 3/yr. • 3rd grade F&P Benchmark 3/yr.; STAR 3/yr. • 4th – 6th - STAR 3/yr.; NYS ELA Assessment 1/yr.

		- Review of program documentation including lesson plans and progress monitoring records	
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Program Component	Grade	Information Source	Evidence of Progress
<p>Offer Professional Development</p> <ul style="list-style-type: none"> ➤ Use of technology ➤ Thoughtful Classroom ➤ Fountas & Pinnell ➤ Leading EDGE- core comprehension strategies 	<p>K – 6th</p>	<p>- Interviews/Focus Groups/Survey with teachers and support staff; Project Director; and Kristie Pierce of Leading EDGE</p> <p>- Observations of Professional Development and selected classrooms</p>	<p>- Professional Development implemented as planned</p> <p>- Professional Development viewed by staff as providing valuable formal training as well as peer learning opportunities.</p> <p>- From January through May 2015, the following training was implemented:</p> <ul style="list-style-type: none"> • Birth-age three – Leading EDGE (5 days), Child Care Aware® (1 full day) • Grade 4 – Leading EDGE Guided Reading & Reading Comprehension (5 days) • Grades 4 – 6 Fountas & Pinnell (4 days) <ul style="list-style-type: none"> ○ Leveled Literacy Intervention ○ Guided Reading ○ Benchmark Assessment System ○ <p>From January through June 2016, the following training was implemented:</p> <ul style="list-style-type: none"> • Birth through age three – Leading EDGE (2 days) • Kindergarten, grades 1,2,3 – Leading EDGE (Half day each) • Grade 4 – Leading EDGE Guided Reading & Reading Comprehension (1 1/2 days) • Grades 5 and 6 Leading EDGE (2 days)

ADDISON IAL LITERACY EVENT LOG 2014-2016				
LITERACY EVENT	DATE	LOCATION	# ATTENDED	ACTIVITY/DESCRIPTION
PTA/IAL Ice Cream Social	Sept. 18, 2014	Tuscarora Elementary	64	Book Giveaway
Tuscarora Open House	Sept. 25	Tuscarora Elementary		Book Giveaway
PTA/IAL Pumpkin Fun Night	Oct. 23	Tuscarora Elementary	57	Literacy Activities, Books, Literacy Materials
PTA/IAL Holiday Night	Dec. 4, 2014	Tuscarora Elementary	102	Read-Aloud, Book Giveaway, Literacy Activities, Movie
Birth-3 Holiday Celebration	Dec. 16, 2014	Addison Community Center	80	Dinner, Book Giveaway, Literacy Activities and Projects, Parent Information (Healthy Families, Jennie Mose Resource Center, ProAction Head Start)
PTA/IAL Winnie the Pooh Night	Jan. 16, 2015	Tuscarora Elementary	55	Movie, Literacy Information, Book Giveaway
Birth-3 Kindermusik	Jan. 30	J.Mose Family Resource Center	26	Read-Aloud, Literacy Activities, Book Giveaway, Parent Information
PTA/IAL Father Daughter Dance	Feb. 6	Tuscarora Elementary	82	Book Giveaway
Birth-3 Pool Party	Feb. 26	Corning YMCA	16	Book Giveaway, Parent Literacy Information (Healthy Families, Jennie Mose Resource Center, ProAction Head Start)
PTA/IAL Wacky Chad/ Dr. Seuss Event	March 18	Tuscarora Elementary	55	Movie, Literacy Information, Book Giveaway
Birth-3 Spring Fling	March 26	Corning Public Library	125	Read-Aloud, Book Giveaway, Snack Mixes, Literacy Activities, Parent Information
Birth-3 Chicka-Chicka Boom Boom Event	April 24	Addison Community Center	32	Read-Aloud, Book-Giveaway, Literacy Activities
Birth-3 Parent Appreciation Event	June 18	Addison Community Center and Youth Center	37	For Parents-Parent Dinner, Parenting Information, Event Schedules, Literacy Information, Preschool Registration, Book Giveaway. For Children- Literacy Activities, Book reading, Dinner, Book Giveaway
PTA/IAL Year-End Celebration	June 19	Tuscarora Elementary	K-6	Activities, Book Giveaway

LITERACY EVENT	DATE	LOCATION	# ATTENDED	ACTIVITY/DESCRIPTION
IAL/ Healthy Families/Parent Resource Center/ Public Library Sponsored Storytelling in Park	July 16	Valerio Park, Addison	Birth-Grade 6 Community Members	Read-Aloud, Lunch, Book Giveaway
IAL/ Healthy Families/Parent Resource Center/ Public Library Sponsored Storytelling in Park	July 23	Valerio Park, Addison	Birth-Grade 6 Community Members	Read-Aloud, Lunch, Book Giveaway
IAL/ Healthy Families/Parent Resource Center/ Public Library Sponsored Storytelling in the Park	July 30	Valerio Park, Addison	Birth-Grade 6 Community Members	Read-Aloud, Lunch, Book Giveaway
PTA/IAL Ice Cream Social	Sept 17, 2015	Tuscarora Elementary	83	Book Giveaway
Valley Open House	Sept. 15	Valley Elementary	90	Book Giveaway
Tuscarora Open House	Sept. 2	Tuscarora Elementary	Birth-Grade 6 Community Members	Book Giveaway
Valley Open House	Oct. 8	Valley Elementary	50	Book Giveaway / Book Fair
Homecoming Parade	Oct. 17	Community	Community Members	Book Giveaway
Birth - 3 Parade at Elderly Care Home	Oct. 29	Painted Post	42	Literacy supplies and information / Book Giveaway
Birth – 3 Literacy Event	Nov. 13	J Moses Family Resource Center	24	Book Giveaway / Craft / Parent information / Songs
Act–N–Do Craft Fair	Nov. 14	Tuscarora Elementary	130	Book Giveaway
PTA/IAL Holiday Night	Dec. 4	Tuscarora Elementary	78	Literacy Information & Activities / Book Giveaway
Birth – 3 Holiday Event	Dec. 16	Community Center	124	Literacy Information & Activities / Book Giveaway
Book Distribution (4–6) Book Giveaway (Pre-K – 3)	Dec. 21–23, 2015	Tuscarora and Valley Elementary Schools	All students	Book Giveaway
Birth – 3 Winter Event	January 29, 2016	J Moses Family Resource Center	26	Book Giveaway / Craft / Parent information / Songs
PTA/IAL Father Daughter Dance	Feb. 5	Tuscarora Elementary		Book Giveaway

LITERACY EVENT	DATE	LOCATION	# ATTENDED	ACTIVITY/DESCRIPTION
Parent Luncheon Week	March 14–18	Tuscarora and Valley Elementary Schools		Parent information / Book Giveaway
Birth – 3 Spring Event	March 24	Corning Public Library	97	Book Giveaway / Craft / Parent information
Week of The Young Child	April 11th–15	Tuscarora and Valley Elementary Schools, J Moses Family Resource Center, Healthy Families	300 at <i>Bubblemania</i>	All Week events/ Book Giveaways / <i>Bubblemania</i> Show on Friday to culminate events
Memorial Day Parade	May 30	Community	Community Members	Book Distribution along parade route / Literacy Float / All agencies and school involved
Dinosaur and Natural History Museum	June 3, 2016	Tuscarora Elementary	All students & staff; many Parents, Community Members	Hands on learning activities, exhibits, crafts and literacy activities

APPENDIX D – EVALUATION OBSERVATION AND SURVEY TOOLS

Addison IAL – Classroom Observation Tool⁵ Elementary Grades

- 1. Teach Students how to use reading comprehension strategies**
 - Activating Prior knowledge or predicting
 - Questioning (small groups, index cards)
 - Visualizations - show objects or read text – ask student to describe
 - Monitoring, Clarifying and Fix Up – Stop sign – stop reading and restate in your own words, U-Turn – re-read what doesn't make sense
 - Inference – find key words that can help identify what can you learn from the text
 - Retelling - summarize main points

- 2. Teach Students to identify and use the text's organizational structure to comprehend, learn and remember content**
 - FICTION - Mnemonics to help identify elements - characters, setting, goal, plot/Action, problem, resolution, themes
 - Story map or graphic organizer
 - NON-FICTION – Description, Sequence, Problem/Solution, Cause and Effect, Compare and Contrast

- 3. Guide Students through focused, high quality discussion on the meaning of text**
 - Planning/ Structure discussion to complement text and instructional purpose, grade level — select compelling text
 - Ask high order questions - ask them to think deeply
 - *Locate and Recall*- what does text mean i.e., What is main idea? Who are main characters?
 - *Integrate and interpret* -Why did they feel that way? What is difference between ... and ...
 - *Critique and Evaluate* –What is most important message? How well did author describe? What could author have done better to help us understand?
 - Follow-up questions
 - Split into small groups to discuss – give them assignments/prompts to discuss

- 4. Select Text purposefully to support comprehension development**
 - Multiple genres
 - High quality with richness and depth of ideas and information
 - Texts appropriate for level
 - To support purpose of instruction

- 5. Establish an Engaging and motivating context in which to teach reading comprehension**
 - Teach/model purpose and benefits of reading
 - Give reading prominent role in room – posting signs, student work , routines
 - Create opportunities for students to be successful readers
 - Give students reading choices
 - Allow then learn by collaborating with peers

⁵ Adapted by Apter & O'Connor from: IES (Institute of Education Sciences - US Dept. of Education National Center for Education Evaluation and Regional Assistance) Practice Guide *Improving Reading Comprehension in Kindergarten through 3rd Grade*. Sept 2010

READING COMPREHENSION

INSTRUCTION- is purposeful and active; explicit and includes direct explanation, modeling, guided practice and application

STRATEGIES – Prior knowledge, Predict, Question, Visualize, Clarify, Inference, Monitoring, graphic and semantic organizers, answering AND generating questions, recognizing story structure, Retell/Summarize

IDENTIFY & USE ORGANIZATIONAL STRUCTURE –FICTION Character, Setting, Plot, Problem, Themes; Story Maps;

NONFICTION Description, Sequence, Problem, Cause/Effect, Compare/Contracts

FOCUSED, HIGH QUALITY DISCUSSION –*Locate & Recall, Integrate & Interpret, Critique;* Follow-up's , Small groups

SELECT TEXT TO SUPPORT COMPREHENSION DEVELOPMENT Multiple Genres, Appropriate Levels

ENGAGING & MOTIVATING CONTEXT–Model Purpose of Reading, Signs/Student Work, Create Success, Choices, Peer Learning

Guided reading:

Before reading

_____ Teacher presents background and context; purpose for reading

_____ Previews the text; present vocabulary

_____ Picture walk...look at pictures to predict

_____ Pre-reading conversation

During reading

_____ Students in their small group read independently (aloud)

_____ Teacher monitors what strategies students use to decode and gives suggestions, encouragement, and prompts

After reading

_____ Check comprehension by talking about the story

_____ Find evidence of their thoughts

_____ Expand the reading through drama, art, writing

Classroom Observation Tool *Guided Reading in Pre-K:*



Oral Language Use Standard 7	
	Model for children how to express their ideas in complete sentences
_____	Naming/labeling different items (e.g. instead of “Hand me that”, “Hand me the apron ”)
_____	Describing (how items look, feel, describe action, e.g., “The blue carpet feels rough”)
_____	Comparing/contrasting (how items/actions/etc. are the same or different, e.g. “An apron is like a napkin that is attached at your waist.”)
_____	Explaining (function/cause & effect; e.g. “A blender cuts things up very, very tiny. / When you turn on a blender , the blades chop things up very finely.”)
_____	Linking (personal connection) (e.g.” When we had lunch yesterday, you sniffed the pizza”)
_____	Providing child friendly definition (e.g. “ Tromp means to stomp your feet when you walk”)
	Ask simple, closed questions
	Ask open-ended questions or comments to support children’s thinking or activity of interest
_____	Say the new word in the context it is being used
_____	Children say the word with the teacher
_____	Give a child friendly definition of the word
_____	Give other examples of the word used in a different contexts
_____	Give an example from their experiences with the word (e.g. T: “What are some things you have sniffed ? C: cookies!”)
_____	Give examples and non-examples of the word (e.g. “ Slowly ” – show pictures of or say: turtle, elephant, snail cheetah. Children say slowly if animal moves slowly, nothing if the animal does not move slowly.)
_____	Practice using the word (e.g. have children give examples of when they were excited : “I was excited when___”)
_____	Act out the word (e.g. show me how you would tromp)
_____	Give synonyms/antonyms (e.g. fabulous – great, wonderful; not good, awful, terrible)
_____	Use graphic organizer (e.g. inside - use Venn diagram: put activities children could do inside, outside or both)
	Encourage children’s use of language throughout the observation period regardless of type of activities
	Engage children in conversations that involve child and teacher taking multiple turns (e.g. 3-5 turns)

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Read Aloud Standard 6	
Before Reading	
	Use the read aloud chart
	Discuss title, author, illustrator, cover (no credit given if these are just read)
	Tell what the story is about (brief overview, such as "In this story, the lion . . .")
	Ask questions to activate prior knowledge of book content (linked to children's experiences)
	Ask for predictions (what do you think will happen, what is this story about, how do you think . . .)
	Verbalize one reading comprehension strategy that readers think about as they read (teacher thinking out loud about making connections & predictions during reading)
	Give a purpose for listening to the story ("As I read, listen to see . . .")
During Reading	
	Read with expression to capture children's attention
	Ask closed questions
	Ask open-ended questions to encourage discussion of the book
	Acknowledge child responses (says, "Good job", "You're right")
	Give child friendly, short explanation of new words ("Dangerous means not safe.")
	Verbalize the strategy introduced before the reading (see above)
After Reading	
	Revisit purpose for listening to story (same as stated before reading)
_____	Ask knowledge level questions (answers to these are in the text; have right or wrong answers)
_____	Comment about the story
	Summarize the story
	Engage children in conversations using any of the above
	Ask higher level questions (open-ended thinking questions, "why", "how", etc.)
_____	Teach new vocabulary through direct instruction
_____	Engage in story extensions (retell, acting out, story map, sequencing, etc.)
_____	Interact with the letter wall with new letter wall words
_____	Actively involve the children in the mini lesson content
	Extend the read aloud content into centers (same concepts, vocabulary, story retell, etc.)

Preschool Early Language and Literacy Quick Check . /

University of Texas Houston Health Science Center



Teacher _____

Date _____

Print Rich Environment

- _____ environmental print displayed
- _____ classroom labels visible
- _____ children's names visible
- _____ children's work displayed
- _____ theme is evident
- _____ poems & rhymes posted
- _____ management charts with icons
- _____ library (fiction, non fiction, theme, multicultural books)

Classroom Climate

- _____ teachers friendly and sensitive to children's needs
- _____ smooth transitions evident
- _____ clearly defined routines

Language Development

- _____ teacher & assistant involved with students (small groups)
- _____ children encouraged to speak in complete sentences
- _____ student talk outweighs teacher talk

Centers

- _____ used daily (45 min.-1 hour)
- _____ clear boundaries
- _____ management system in place
- _____ literary connection (book) in each center
- _____ variety of fun and purposeful activities in each center
- _____ awareness writing materials in each center
- _____ language with adult and peers
- _____ small group read alouds evident

Circle Time

- _____ 2-3 times per day (15-20min.) (7 per week half day)
- _____ calendar time 3-5min.
- _____ child interaction evident
- _____ center activities explained
- _____ new materials introduced
- _____ variety of activities based on PreK guidelines

Read Alouds

- _____ small groups
- _____ 2-3 per day (7wk half day)
- _____ open-ended questions (student involvement)

Letter Knowledge

- _____ name activities evident
- _____ alphabet activities evident
- _____ letter wall sequenced & continuous from A-Z
- _____ word then icon on vocabulary cards
- _____ letter wall reflects theme & read alouds
- _____ children's names and pictures on letter wall

Emergent Writing

- _____ evidence of shared writing (daily news, response to literature, etc.)
- _____ daily opportunities for individual writing
- _____ children made class books

Journals

- _____ accessible to children
- _____ occurs 3 or more times weekly
- _____ entries dated

Lesson Plan

- _____ theme related activities
- _____ daily phonological activities

Portfolios

- _____ one for every child
- _____ children's work included
- _____ anecdotal notes
- _____ assessments

Math

- _____ hands on activities that support one or more of the five math strands
- _____ math incorporated into daily routines

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Center for Improving the Readiness of Children for Learning and Education
University of Texas Health Science Center at Houston

**Addison Central School District – IAL Teacher Survey Questions
Spring 2016 - Administered on-line**

Please share your feedback on the IAL grant

- I. Please reflect on each of the following IAL elements and offer any feedback on**
- 1. The value to your classroom instruction**
 - 2. The impact on your students' learning**

Please share specific examples where you can.

If you have no opinion or experience with an item please note NA.

- * A. Professional Development (provided through IAL, e.g., Kristi Pierce, F&P)
- * B. F&P Leveled Libraries
- * C. F&P Benchmark Assessments
- * D. Book Give-Aways? Free Books for Students/Families
- * E. Library Enhancements and Resources
- * F. Literacy Events

II. Of all the elements in Question I,

- A. Professional Development (provided through IAL, e.g., Kristi Pierce, F&P)**
- B. F&P Leveled Libraries**
- C. F&P Benchmark Assessments**
- D. Book Give-Aways / Free Books for Students & Families**
- E. Library Enhancements and resources**
- F. Literacy Events**

. . . . Which do you think had the most value to you and your students? Why?

III. Is there anything else you would like to tell us?

Reflect & Celebrate

Healthy Family Steuben Parent Assessment Tool
Administered to parents receiving home visits by staff who participated in IAL Early Professional Development – Administered three times:
January 2016 (BOY) – April 2016 (MOY) - June 2016 (EOY)

Enter 1, 2 or 3

3 = Terrific! Keep up the good work!

2 = I'm doing pretty well, but could do better

1 = I'm not doing this nearly often enough

WHAT I DO:	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Talk to my child every day			
Read out loud to my child every day			
Listen to my child read aloud or tell about each take me home book			
Ask questions about the take me home book and listen to my child talk about the book			
Start a Home library for my child in a special place			
Have my child keep the take me home books in his or her library			
Show my child that I use writing to keep lists, make notes, and communicate			
Show my child that I read for a variety of reasons (for enjoyment, to follow directions, to learn)			

QUICK PARENT SURVEY FOR IAL LITERACY EVENTS
Administered during Spring 2016
by IAL Early Childhood Partners
(I.e., Healthy Families, Early Head Start, J. Mose Family Resource Center)

Staff Person & Program Administering Survey _____

This is your chance to tell us what you have learned from our _____ education program. You answers will also help us to improve the program.

Please be honest. THERE ARE NO RIGHT OR WRONG ANSWERS....WE VALUE YOUR THOUGHTS AND OPINIONS!

Thank You!

1. How long have you been in the program name?

_____ Less than 1 year _____ 1 year _____ 2 yrs. _____ 3 yrs.

2. What are the ages of your children: _____

3. Overall how would you rate program name? Circle one

**Very
Worthwhile**

**Somewhat
Worthwhile**

**A Little
Worthwhile**

**Not at all
Worthwhile**

4. As a result of the (program name) program, are you feeling more comfortable / confident about any of the following:

	Yes, Definitely more confident	Somewhat more confident	No, not really any more confident	Does not apply – I felt confident already
Reading with your child(ren)				
Playing with your child(ren)				
Talking / Communicating with your child(ren)				

5. Do you think the books and activities you received from us (program name?) have been helpful for developing your child(ren)'s language

6. Are there any books or activities you thought were particularly helpful or you and your child(ren) liked best?

7. How often do you read to you child(ren)?

Every day Every week Once in a while Not too often?

8. As a result of this program, do you think you are reading and talking more with your child(ren)?

9. Can you share something you have learned from us program name?

10. Have you attended any of the Family Literacy Events? Yes No

If Yes, was the event fun for you and your child(ren)?

11. Can you share anything you liked or any suggestions to improve future events?