Improving Reading from a Strategic Approach
Our Sense of Urgency

School Report Card Grade:  D

Students Reading At Grade Level:

Demographics:  Grades 6th-8th
Total Student Population:  375
35%- African American
39%- Caucasian
26%- Hispanic
74 % Free and Reduced
**EVALUATION OF PAST PRACTICES**

- **Instructional Strategies** - what strategies were we using - how were we teaching and filling gaps
- **Personnel** - where were we using staff where we needed
- **Resources** - what were we using to teach and learn
- **Intervention** - what intervention did we have in place
- **Mindsets** - what was our current mindset about reading and our students
- **Data** - ESSA - School Valued Added Growth: 80.93 (2018), ELA 80.7 (2018), 80.33 (2017), ELA (80.7)
Getting Strategic

Embracing RISE:

- Reading Specialist, Principal, Special Ed. Reading teacher and 6th grade ELA teacher attended Year 1
- Implementing RISE: 6 types of syllables, prefix and suffix, Greek and Latin Roots, Phonemic Awareness

SIM:

- LINCS Vocabulary
- Fundamentals of Paraphrasing/Summarizing
- Inferencing
Phase 1

- Reading Strategy Class (intervention, but we don’t call it intervention, we call Reading Strategy - this puts positive spin on it)
  - 45 minute classes mixed 6-8 students
  - Students selected by the following criteria - reading no more than 2 years behind
  - Progress monitored each 9 weeks (STAR and weekly progress sheets on strategy currently working on)
  - Instructional Resources: LINCS Vocabulary Strategy, RISE strategies: 6 types syllabication, prefix/suffix, phonemic awareness, phonological awareness, Students go to both regular ELA class and reading strategy class
  - LINCS Vocabulary: First, introduced and taught in Reading Strategies Class
  - Next, all ELA teachers used strategy in classes
  - Last, all content area teachers use strategy in classes
Phase 1 Results

Strategies Based Literacy Progress Monitoring

- Exceeded: 11
- Up: 59
- Same: 13
- Down: 39

1st 9 Weeks Growth
122 Students
Phase 2

- Continue phase 1: LINCS Vocabulary Strategy (all teachers trained in strategy)-
  - First, introduced and taught in Reading Strategies Class
  - Next, all ELA teachers used strategy in classes
  - Last, all content area teachers use strategy in classes
- Bootcamp for Strategies in: 2 weeks bootcamp where students were mixed in groups among ELA teacher and Reading Strategy teacher based on what skills they needed- this was determined by STAR/MAP
- Phonemic Awareness - is the ability to hear, identify, and manipulate individual sounds-phonemes-in spoken words.
- Decoding Skills - the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their sounds (phonemes) and recognizing the patterns that make syllables and words.
- Prefixes & Suffixes - are sets of letters that are added to the beginning or end of another word. They are not words in their own right and cannot stand on their own in a sentence: if they are printed on their own they have a hyphen before or after them.
- Greek & Latin Roots - learning Greek and Latin roots pays off in a very big way. When you know the roots behind the vocabulary that we use in everyday language right now, you have a step up on vocabulary comprehension
Phase 2 Results

Before Phase 2 (Aug. 2018):
45/300 students were reading on grade level according to STAR

After Phase 2 (Nov. 2018):
75/300 students were reading on grade level according to STAR
Phase 3

Phase 3: Continue strategies in Phase 1 and 2 for those who still need it in ELA and Reading Strategy Classroom

- Inference Strategy (all teacher trained in strategy) in all ELA classes
- Math- use inference strategy for questions
- Science and Social Studies use strategy after Stage 4 in ELA Class
- Time management on test and strategy for answering Reading Open response questions
- Special emphasis at each grade level on specific type of writing on ACT Aspire
Phase 3 Results

WMS INFERENCE RAP OFF

Warren Middle School
April 25

WMS had an INFERENCING RAP BATTLE in the gym. The winning grade (Judged by Coach White, Mrs. Kathy, and Coach Watkins) won a 15 minute recess following the battle. 7th grade won!
Data Results after Phase 3

Strategies Based Literacy Progress from Fall 2018 - Spring 2019

This class included students in grades 6th, 7th, and 8th.

Strategies used:

- LINCS
- Summarizing & Paraphrasing
- INFER
- RISE

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<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Spring 2019</th>
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<tbody>
<tr>
<td>Students</td>
<td>12</td>
<td>50</td>
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Students reading on or above grade level out of 146 students
6th Grade Reading Progress from Fall 2018 - Spring 2019

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<th>Fall 2018</th>
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<tbody>
<tr>
<td>Students above grade level</td>
<td>38</td>
<td>50</td>
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**Strategies used:**
- LINCS
- INFER
- RISE

Students reading close, on, or above grade level out of 107 Students
7th Grade Reading Progress from Fall 2018 - Spring 2019

- Students reading close, on, or above grade level out of 120 students

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading Progress</th>
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<tbody>
<tr>
<td>Fall 2018</td>
<td>57</td>
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<tr>
<td>Spring 2019</td>
<td>72</td>
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Strategies used:
- INFER
- RISE
8th Grade Reading Progress from Fall 2018 - Spring 2019

- Students reading close, on, or above grade level out of 120 students

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<th>Fall 2018</th>
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<tr>
<td>4th Grade Progress</td>
<td>46</td>
<td>76</td>
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Strategies used:
- INFER
- RISE
Future of SIM/RISE and WMS

- Identified Priority Standards
- Aligned DOK to Standards
- Incorporate SIM LINCS, Paraphrase/Summarize and Inference Strategies in all Classes
- Reading Strategies Class
- Grouping and Regrouping by need of strategy
- RISE strategies for 6-8 ELA and 6th grade core classes