

To: Education Foundation of Indian River County C/O Mrs. Cynthia Falardeau

Date: August 22nd, 2019

From: Valerie Savoie Guerra, Kindergarten Teacher, Citrus Elementary School

Name of project: **Leveled Learning for K!**

Additional Information about the Project: **Leveled Learning for K!** is an initiative that includes two main components and that will be conducted in all Kindergarten classrooms to better support Reading achievement of all students. It incorporates a research-based program that has been found to effectively support struggling readers with making Reading gains that they need to become successful readers, as well as instructional collaboration.

Strategy 1: Leveled Literacy Intervention for K-2.

Learning how to read might be challenging for some students. That is why we would like to provide them with a very structured supplemental reading instruction period using the [Leveled Literacy Intervention for K-2](#) (LLI) by Fountas and Pinnell. LLI has been found to significantly impact general reading achievement, as well as have effects on reading fluency ([What Works Clearinghouse, 2017](#)). Using LLI, teachers provide organized and short reading activities to struggling readers in a small group setting. Activities focus on providing foundational reading skills and oral reading practice with books of progressing difficulty (300 leveled books/system). Explicit instruction, differentiated books, as well as data-informed instructional decisions enhance students' reading abilities.

Strategy 2: Teachers Collaborate to Provide Tiered Instruction.

Learning how to read is a process that is most effective when all partners are working together. Collaboration among teachers has been shown to improve instructional quality and enhance student achievement ([Ronfeldt, Owens Farmer, McQueen, & Grissom, 2015](#)). Using collaborative planning and data-informed flexible ability grouping, we will maximize the benefits of 3 LLI systems to reach all struggling students in Kindergarten. Flexible ability grouping is an instructional strategy that has been shown to have positive effects on Kindergartners' Reading achievement ([McCoach, O'Connell, & Levitt, 2006](#)). Students will be placed in flexible ability groups that will match their instructional needs and moved to assigned classrooms accordingly for a period of 30 minutes per day. Explicit instruction will be provided and leveled books from the LLI systems will enable focused reading practice.

Amount Requested: \$10,000.00

Total Project Cost: \$10,045.44

Targeted population: Citrus Elementary School is a school situated in Vero Beach, Florida. Citrus Elementary has a student population of 701 students (102 Kindergarteners), with 47,4% minority rate (FLDOE, 2019). Citrus Elementary serves a high-need community, with 78,9% of students qualifying for free or reduced lunch (FLDOE, 2019).

Number of children: 102 students in Kindergarten: at least 25 struggling readers.

Succinct Summary:

The Issue: Reading is a foundational skill that enable students to become independent learners and gain the knowledge that they need to be successful. However, recent data from the FSA tests for our school shows that, despite achievement progress over the last few years and a school grade improvement (from C to B), more work is needed to increase our most struggling readers' skills and to prepare them to the challenging levels of intermediate levels (FLDOE, 2019). Furthermore, data shows that 60% of last school year's Kindergartners students finished "on-grade level" with high achievement variations among classrooms (from 44% to 73% overall mastery achievement) and growth scores (from 29% to 83% of all students in each classroom making appropriate yearly Reading gains),

suggesting that a more rigorous, collaborative and structured approach is needed to enhance all students reading achievement (IReady internal data, 2019).

The Change: Through the continuous use of data, a structured program (LLI), and grade-level teachers' collaboration, supplemental tiered 2-3 instruction will be provided to meet the students' needs and to improve struggling Kindergarten students' reading skills in all Kindergarten classrooms. More specifically, all struggling readers will improve their literacy and reading skills.

The Actions: A research-based program will be implemented to provide struggling readers with small group leveled instruction using LLI; 2) students' needs will be continuously assessed using the LLI data collection methods and conducting collaborative data analysis during teachers' collaborative meetings and therefore, flexible ability grouping will be designed to meet all struggling students' needs.

Grant Oversight: Mrs. Savoie Guerra, Kindergarten teacher, will be responsible to implement the project and to monitor progress and results. Mrs. Caudill, Kindergarten teacher and grade-chair, will provide the oversight for this project. Mrs. Savoie Guerra will be responsible for sustainability, which will be achieved through the a) use of the material across the grade-level; b) reuse of the material in subsequent school years; c) collaborative data analysis and instructional problem-solving and decision-making.

Monitoring progress and results: IReady data (baseline and diagnostic data) will be used to monitor progress and results. Other classroom data will be used to monitor progress, such as: letter sound fluency, students' reading levels (baseline and end of the year), running records, LLI internal data.

Volunteers: No volunteer is needed for this project.

Itemized Budget:

2 Orange Kindergarten LLI Systems (Levels A-E)	(\$2,900.00 each)	\$5,800.00
1 Green LLI System (Levels A- K)		\$3,416.00
Shipping		\$829.44
Tax Exempt		\$0.00
Total:		<u>\$10,045.44</u>