

Cruisin' to Intervention: Prepare for Impact!

Tom Schwartz, Kristine Barrett, Megan Lady,
Jodi Walters, Kathy Horan

Resource List:

(We put the ISBN number on the file folders for ease when reordering.)

*Benchmark Education for Grades K-6

Start Up

Build Up

Spiral Up

(We labeled the cards with a code to be sure they got back in the right bag.)

*Crazy 8 Cards from Really Good Stuff

*High Noon Decodable Books

*Read Naturally

*Six Minute Solutions

*West Virginia Reading First

*Florida Center for Reading Research

*Reader's Theaters from a variety of resources

*Songs/poems for reading fluency from a variety of resources



Thomas E. Schwartz
Principal
112 North Rogers
Abilene, Kansas
67410

Dear Parents:

At McKinley we are committed to helping all children succeed. In reading we have been using the MTSS (Multi-Tier System of Supports) process of providing instruction and support to promote reading success for your children. Individual children's progress is monitored and results are used to make decisions biweekly about further instruction and interventions of support.

MTSS has three Tiers of support:

- > Tier 1 all of our students receive high quality reading instruction in our **CORE program** which is the instruction that happens in each classroom during reading time. This is a very important time for each student to get the basic skills of reading from their classroom teacher. In the 2nd grade classroom this takes place daily from 8:10 - 10:10, and in the 3rd grade classroom from 10:30 - 12:00. It is extremely important that your child is here for that time of instruction. Reading is a skill your child needs for every other subject area if they are to be successful.
- > Tier II which is our "**Cruise Time**" (**Children Receiving Uninterrupted Instructional Strategies for Excellence**) where ALL students will "cruise" to other areas in the building to work with a staff member on specific reading skills that we have determined best meets their personal needs. 2nd grade students have this 30 minutes of additional reading instruction time from 12:20 - 12:50 and the 3rd grade from 12:50 - 1:20.
 - **** It is very important that during these two times of the day, your child is here at school and that outside interruptions are kept at a minimum so learning can take place in the classroom.
- > Tier III. Some students need more time, support, and smaller groups than Tier II, and they receive an additional 30 minute period during the day where they are given intensive reading skill instruction that is more skill focused. Their progress is monitored weekly.

RESULTS ALREADY - It has been exciting for the staff to see the results of this process since we began in October. For students to become good fluent readers they need to be accurate first. They need to be able to read at least 95% of the words without error. From our testing in September to our testing in January we saw the percentage of students reading accurately in 2nd grade jump from 53% to 85% and in 3rd grade 55% to 85%. These are huge gains and this kind of data tells us that our "Cruise Groups" are working. Now that the students are accurate they will be able to read more fluently and their comprehension should show significant gains too. We saw gains in fluency with a large percentage of the students increasing by 30 - 40 words per minute, which is huge.

MTSS has been a huge undertaking, with a lot of work by the staff to get resources set up, and to plan for all the lessons that they do with your children, but these results definitely make it worth it.

WHAT CAN YOU DO AS PARENTS - Parent involvement can have an important impact on your child learning to read. On the back, we have provided basic ideas and activities for home.

DIANA	Megan	BARB	JODI	CHRISTINE	LORI	KRISTINE	Gina	JAMIE	TOM
Lady's Rm	Lady's room	RESOURCE	RESOURCE	Scherbring's rm	Title	Barrett's Rm	Workroom	Linenberger's	Lib./Com lab
Letter name/sd		SILENT E	R Controlled	Adv. con. Sil. Con. Con. Dig.	V.Dip/Diph/ Adv.Vow	Cross Check	Accuracy	Fluency	Fluency
Annabelle-Sch	Macy-KOO	Elisa-Barrett	Carson-Koo	Lucas-Sch	Harley-Koch	Kensley-Lin	Garrett-Lin	Stanton-Koo	Blake-Lin
Logan-Sch	Joshua-Barrett	Preston-Barrett	Haley-Lin	Trevor-Barrett	Madison-Sch	Rowdy-Koo	Aiden-Barrett	Emma-Barrett	Lyndsey-Koch
		Aelyn-Lin		Chris-Barrett	Eli-Koo	Elisiya-Lin	Talon-Koo	Gerrick-Koch	Trista-Barrett
Dawne/Sandy		JADE	JADE	Brogan-Koch	Taya-Koo	Logan-Koo	Miqueas-Lin	Trisha-Koch	Summer-Koo
Darling's Rm		Koch's Rm	Maren-Koch	Seirra-Koch	Danika-Sch	Brody-Barrett	Abigail-Koch	Makayla-Lin	Sebrina-Barre
Comp.		Comp.	Dylan-Koch	Alicia-Koo		Taylor-Lin	Braden-Sch	Cody-Koch	Sergio-Lin
Jenna-Sch	Evan-Barrett	Cayden-Barrett	Rebecca-Koo	Tayzia-Koo		Alexianna-Koo	Jessa-Barrett	Raine-Koo	
Samantha-Lin	Madeline-Sch	Addison-Koo	Brenton-Koo			Colton-Barrett		Dharma-Sch	
Dawson-Barrett	Arden-Lin	Grace-Koch	Mason-Koch	Deb-art/music	Deb-art/music	Lou Koochel's rm	Lou Koochel's rm	Ryan-Koch	
Lucas--Koch	Libby-Sch	Anna- Barrett	Thurman-Sch	Comp/Fluency	Cayley-Koch	Comp/Fluency	Comp/Fluency		
Nathaniel-Lin	Jaylen-Sch	Mihya-Lin	Sophia-Sch	Destinee-Barret	Damian-Koch	Shayna-Koch	Daniel-Lin		
Easton-Koo		Braden-Lin	Kayce-Sch	Gavin-Koch		Kaleb-Sch	Daniel-Barrett		
Kayden-Lin		Kaleb-Lin	Nick-Koch	Cameron--Lin		Zander-Sch	Samuel-Koo		
Nick-Koo		Kolten-Koch		Keegan-Lin		Lizzie-Barrett	Gavin-Koo		
Marissa-Lin		Jenna-Koch		Samara-Barrett		Cooper-Sch			
Cade-Koch		Sarah-Sch		Carter-Sch		Jamel-Koo			
Haily-Koo		Brenden-Lin		Elise-Barrett		Joseph--Sch			3/25/13

2ND GRADE READING CBM QUADRANTS 2012 - 2013 SCHOOL YEAR

FALL

98

<u>I</u>	<u>II</u>
45	7

<u>III</u>	<u>IV</u>
43	3

Quad 1+2 = 52 accurate
53%

Quad 1+4 = 48 fluent
49%

Quad I ---- Accurate & Fluent
Quad III --- Inaccurate & Slow

WINTER

93

<u>I</u>	<u>II</u>
51	28

<u>III</u>	<u>IV</u>
14	0

Quad 1+2 = 79 accurate
85%

Quad 1+4 = 51 fluent
55%

Quad II ----- Accurate & Slow
Quad IV ---- Inaccurate & Fluent

SPRING

99

<u>I</u>	<u>II</u>
58	34

<u>III</u>	<u>IV</u>
4	3

Quad 1+2 = 92 accurate
93%

Quad 1+4 = 61 fluent
62%