

# Impacting Reading Instruction at West Elementary School

How Partnering with ARI Has Made a  
Difference In ALL of Our Students



# Our Community



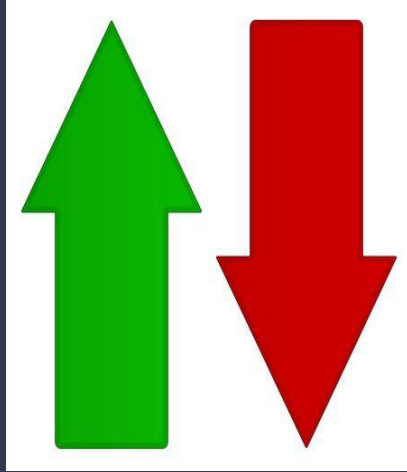
## About Our Town

### Demographics 2017\*

- Population- 9697
- 48.2% White
- 40.6% Hispanic
- 9.7% Black
- 1.5% Other
- 21.7% Foreign Born
- 32.6% Poverty

\*U.S. Census Bureau July 1, 2017

# ENROLLMENT TRENDS AT RUSSELLVILLE CITY SCHOOLS



**RUSSELLVILLE CITY SCHOOLS ENROLLMENT AND DEMOGRAPHIC TRENDS SINCE 1999**

YEAR	TOTAL	BLACK	% BLACK	HISPANIC	% HISPANIC	WHITE	% WHITE	# F&R	% F&R
	ENROLLMENT								
2015	2703	161	6.00%	1199	44.40%	1237	45.80%	1099*	40.73*%
2014	2597	156	6.00%	1041	40.10%	1322	50.90%	1873	72.10%
2013	2537	163	6.42%	977	38.50%	1350	53.21%	1758	69.30%
2012	2465	166	6.70%	893	36.20%	1371	55.60%	1619	65.70%
2011	2473	193	7.80%	581	34.40%	1411	57.06%	1640	66.30%
2010	2394	209	8.70%	799	33.40%	1374	57.40%	1551	64.80%
2009	2375	201	8.50%	754	31.70%	1421	59.80%	1477	62.19%
2008	2430	215	8.85%	757	31.16%	1452	59.76%	1511	62.19%
2007	2397	207	8.64%	726	30.29%	1460	60.91%	1400	58.10%
2006	2386	212	8.90%	636	26.70%	1534	64.30%	1359	57.00%
2005	2421	234	9.70%	578	23.90%	1605	66.29%	1351	55.80%
2004	2403	235	9.80%	522	21.70%	1641	68.29%	1293	53.81%
2003	2345	255	10.90%	433	18.50%	1649	70.30%	1250	53.30%
2002	2329	254	12.40%	384	16.50%	1684	72.30%	1242	53.30%
2001	2327	270	11.60%	312	13.40%	1734	74.50%	1119	48.10%
2000	2378	262	11.02%	292	12.28%	1816	76.37%	1098	46.17%
1999	2365	267	11.00%	238	10.00%	1840	78.00%	1051	44.50%

\*system moved to CEP, so all student received free breakfast and lunch - these numbers reflect those who are direct certified. Actual rate is calculated by multiplication by a factor of 1.6, so the number of 1099 becomes 17. Add the 191 students who could not be direct certified because they do not have a social security number and the number becomes 1949 and the percentage becomes 72.1%.

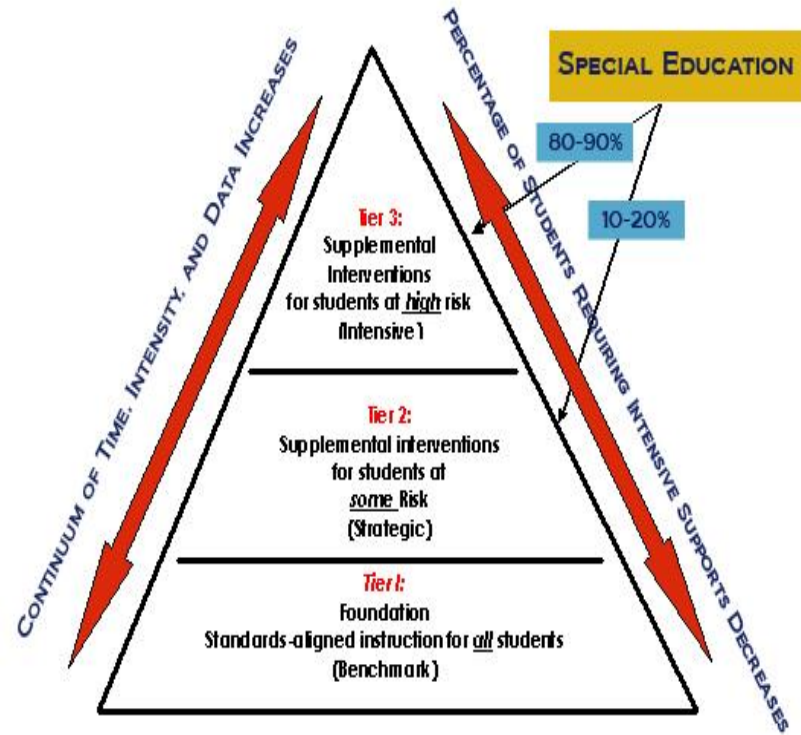
# About West Elementary School



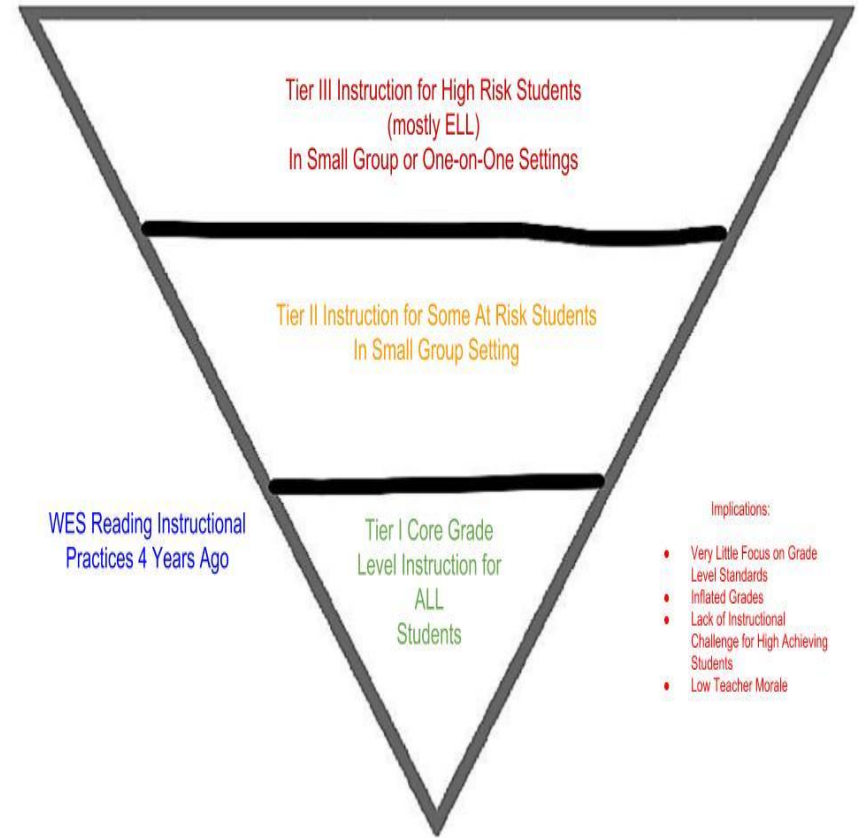
## This Is Our Story

- PreK-2nd grade school
- Pre-K -- 48 Students (3 classrooms)
- Kindergarten -- 210 (11 classrooms)
- First Grade--210 (10 classrooms)
- Second Grade--198 (10 classrooms)
- 1 Reading Coach
- 3 Reading Interventionists
- 3 English Language Interventionists
- 666 Total Enrollment

# How Reading SHOULD Be Taught



# How Our Reading Instruction Looked Four Years Ago

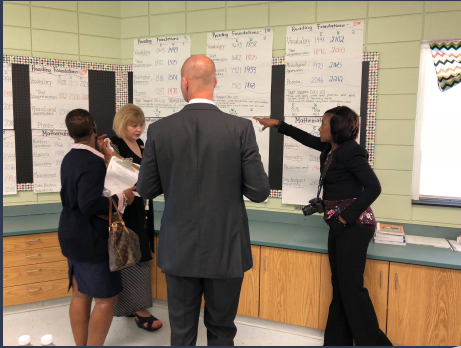


# Reading Instruction at WES



- K and 1st Grade Homeroom Teachers Provide Reading Instruction
- 2nd Grade Is Set Up For Partner Teach Approach (1 partner teaches her homeroom reading/ELA and Social Studies and her partner teaches Math and Science)
- Push In Reading Intervention During Reading Block
- Pull Out ELL Instruction

# How We Determine What and Who We Teach



DATA! DATA! DATA!

- We assess Reading and Math using Scantron Reading Foundations and Math for K-2 (fall, winter, spring).
- We administer DIBELS Next for K-2 (fall, winter, spring).
- Data meetings
  - Teachers analyze data and determine growth of students with ARI Reading Specialist.
  - Teachers analyze class standards reports ARI Reading Specialist.
  - Teachers track grade level and school growth and determine areas of strengths and weaknesses.



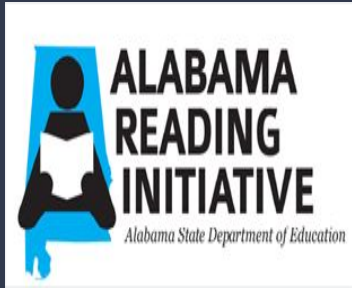
# We've Got Data, Now What?



## Team Work

- Team planning
  - Grade Level
    - Instruction and Next Steps
- Coaching Support
  - Modeling
  - Side By Side Support
  - One-on-one teacher/coach planning
  - PD based on needs assessment with use of data

# But, how do we do that?



## WES and ARI Partnership

- In 2016, RCS sought help from ARI
  - We needed high quality reading instruction.
  - The training and support offered by ARI enabled us to develop a multi-approach to high quality instruction.
  - The “BIG FIVE” brought our focus back to sound foundational teaching practices
    - Filled the gap in **phonemic awareness** and **phonics** instruction that influenced **fluency** and **comprehension** for ALL of our students.
    - Provided sound **vocabulary** and **background building strategies** that helped fill the void with our **ELL students** and **students of poverty** to help fill the void that led to poor comprehension.

# Partnering With a Purpose



## WES and ARI Partnership

- Regional Coaching Communities
  - PD and training for teachers from ARI Reading Specialist's newly gained knowledge
- ARI Regional Meetings
- ARI and District Level Support

# WES DATA TRENDS



## 2014-15 (Student Count 650)

Reading Foundations Gains: 89/650 (14%) WES Ss Made 0 or Negative Gains  
47/274 (17%) LEP Ss Made 0 or Negative Gains

### Gains Analysis

(Annual Growth Targets Met): 33% of WES Ss  
24% of LEP Ss

## 2015-16 (Student Count 668)

Reading Foundations Gains: 38/668 (6%) WES Ss Made 0 or Negative Gains  
21/278 (8%) LEP Ss Made 0 or Negative Gains

### Gains Analysis

(Annual Growth Targets Met): 54% of WES Ss  
42% of LEP Ss

## 2016-17 (Student Count 592)

Reading Foundations Gains: 20/592 (3%) WES Ss Made 0 or Negative Gains  
12/221 (5%) LEP Ss Made 0 or Negative Gains

### Gains Analysis

(Annual Growth Targets Met): 67% of WES Ss  
53% of LEP Ss

## 2017-18 (Student Count 572)

**\*The Scaled Score Range was increased from 1300-3700 to 1000-3700.**

Reading Foundations Gains: 29/572 (5%) WES Ss Made 0 or Negative Gains  
18/213 (8%) LEP Ss Made 0 or Negative Gains

### Gains Analysis

(Annual Growth Targets Met): 50% of WES Ss  
35% of LEP Ss

HOW HAS ARI HELPED WES IMPROVE  
ELL's LEARNING AND STUDENT  
GROWTH?



Sandy

*A Newcomer from Guatemala in April 2018.*



I lacet isme. The flawens  
this is for misperesh isme but  
The flawets

*"I like to smell the flowers. The flowers smell good. This is for Mrs. Parrish."*

# Questions?



## Contact

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