

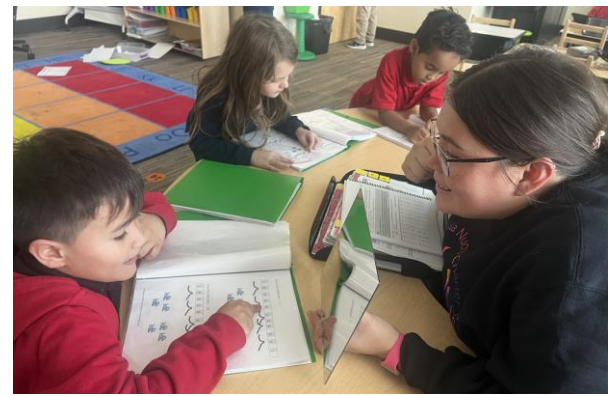
# Student Achievement








March 11, 2024



# Senate Bill 681 & RSPs



**Goal:** Determine all students in grades K-5 with a substantial reading deficiency in 2+ areas of reading:

Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
				

# Senate Bill 681 & 662



A Reading Success Plan is a well-developed and defined plan to support students who exhibit a substantial deficiency in reading.

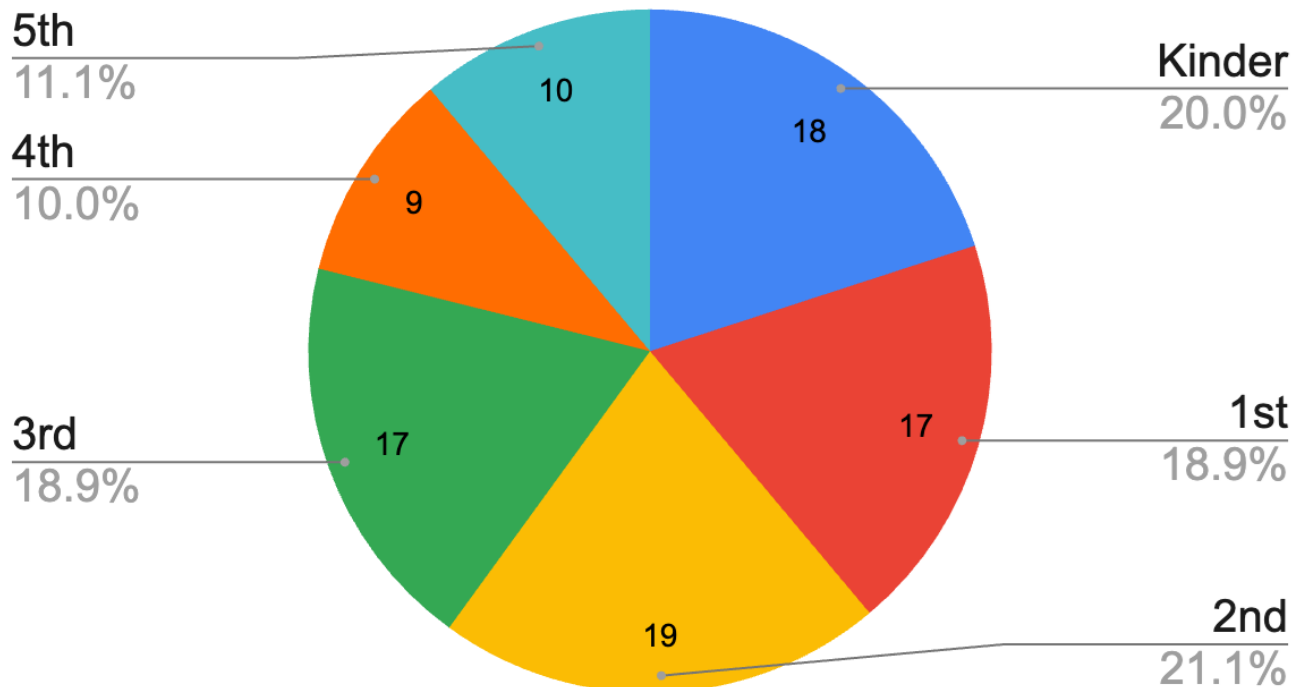
Missouri legislation (Section 167.645, RSMo) specifically addresses foundational student literacy needs and lists the requirements of an RSP. The development of an RSP includes steps:

1. **Screen & assess students** in foundational reading skills
2. Determining if a student has a **substantial reading deficiency (SRD)**
3. Set student **growth goals**
4. **Monitor progress** to see if the student meets those goals after instruction
5. **Evidence-based intervention** reading instruction that is grounded in the science of reading




# Caseload - 90 total RSPs in K-5

**RSPs by Grade Level**



- 34% of K-5th graders have RSPs

# Reading Success Plans

	Reading Success Plan, Scuola Vita Nuova Charter School		
	Student:		Grade: 2nd
	Teacher:	Evelyn Lopez	
	Date:	1/16/2024	

Per Missouri law (HB2379 & SB681), K-5 students are screened on entry to school with literacy screeners to identify any students who may need additional instruction to meet benchmarks in reading. Missouri legislation requires that a Reading Success Plan (RSP) will be developed for any student screened who shows signs of a substantial reading deficiency &/or has an outside diagnosis of dyslexia. At a minimum, all students must be assessed for RSP eligibility at the beginning of the year, or within 30 days of enrollment. At this time, your child shows a need for additional instruction and a Reading Success Plan.

Special Populations				
IEP	No	ELL	No	Outside Dyslexia Diagnosis
	No		No	

STAR Reading Screening Results		
Beginning of Year Screening	Mid-Year Screening	End-Year Screening
Checkmarks indicate your child scored below benchmark in that area		
<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary/ Comprehension	<input type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary/ Comprehension	<input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary/ Comprehension

## ADDITIONAL ASSESSMENTS

Based on your student's screening results above, additional assessments may also be given to help us better examine areas of strength and challenges, identify risk factors for potential reading difficulties, and monitor your child's response to intervention.


## YOUR CHILD'S INSTRUCTION:

Your child is receiving evidence based instruction in the classroom at Scuola Vita Nuova. What does this mean? Evidence based instruction refers to teaching methods, strategies, and interventions which are researched and have proven to be effective. The instruction your child is receiving is systematic, and diagnostic in the areas of: phonological awareness (ability to hear sounds in words), phonics, fluency, vocabulary, comprehension, morphology (prefixes, suffixes, roots, etc.), syntax (sentence structure), and semantics (study of meaning in language).

RSP Specific Goals & *Progress Monitoring Data						
*Progress monitoring assessments are a quick check to see how the interventions are working.						
Increase student's performance in the area below:	Delivery method for Intervention:	Progress Monitoring Data:				
			Date	Score	Skill	Adequate Progress?
<b>Goal #1</b>  <input checked="" type="checkbox"/> <b>Phonemic Awareness</b> <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary/ Comprehension	<input checked="" type="checkbox"/> Small group instruction in classroom <input checked="" type="checkbox"/> Small group pull out <input checked="" type="checkbox"/> Hoot 1:1 Tutoring <input type="checkbox"/> Increased Progress Monitoring	Baseline	9/15	*See attached score report		
		PM 1	10/15	*See attached score report	Yes	
		PM 2	12/15	*See attached score report	Yes	
		<b>Goal Complete</b>				
Increase student's performance in the area below:	Delivery method for Intervention:	Progress Monitoring Data:				
			Date	Score	Skill	Adequate Progress?
<b>Goal #2</b>  <input type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> <b>Phonics</b> <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary/ Comprehension	<input checked="" type="checkbox"/> Small group instruction in classroom <input checked="" type="checkbox"/> Small group pull out <input checked="" type="checkbox"/> Hoot 1:1 Tutoring <input type="checkbox"/> Increased Progress Monitoring	Baseline	9/15	*See attached score report		
		PM 1	10/15	*See attached score report	Yes	
		PM 2	12/15	*See attached score report	Yes	
		PM3	3/15			
		PM 4	5/1			

# Literacy Tracker

- Differentiated by grade-level

A	B	C	D	E	F	G	H	I	J	K	L
<a href="#">Pathways Groups &amp; Skills</a>		<a href="#">Pathways Lesson Plan Template</a>			<a href="#">Pathways Assessment Rubrics</a>			<a href="#">Dropbox Pathways Resources</a>			<a href="#">Reading Success Plan - Intervention Tracker</a>
<b>Kindergarten</b>	STAR Early Lit	Letter Naming Uppercase	Letter Naming Lower Case	Letter Sound ID	Word Spelling (WG)	Nonsense Word Reading	Sight Word Reading	PAST			
Baseline	X	X	X	X							
Q1 October		X	X	X							
Q2 December	X	X	X	X	X					*Only for students with Reading Success Plans	
Q3 March		X	X	X	X	X	X				
Q4 May	X	X	X	X	X	X	X			*Only for students with Reading Success Plans	
X	Do not need to retest students if achieved mastery										
<b>1st Grade</b>	STAR Early Lit.	Spell A Sound (WG)	Nonsense Word Reading	Sight Word Reading	Oral Reading Fluency (STAR CBM)	PAST					
Baseline	X	X	List 1				*Only for students with Reading Success Plans				
Q1 October		X	List 1	List 1							
Q2 December	X	X	List 1-2	List 1-2	X		*Only for students with Reading Success Plans				
Q3 March		X	List 1-3	List 1-3	X						
Q4 May	X	X	List 1-4	List 1-4	X		*Only for students with Reading Success Plans				
X	Do not need to retest previous lists/tests that students have achieved mastery										
<b>2nd Grade</b>	Star Reading	Oral Reading Fluency (STAR CBM)	If STAR CBM Fluency is <b>below grade level</b> (red or blue), administer diagnostic assessments: 			Nonsense Word Reading	Sight Word Reading	PAST			
August	X	X				Entry Test		X			
Q1 October		X				List 1	List 1				
Q2 December	X	X				List 1-2	List 1-2				
Q3 March		X				List 1-3	List 1-3				
Q4 May	X	X				List 1-4	List 1-4				
X	Do not need to retest previous lists/tests that students have achieved mastery										



# Literacy Tracker

	Spell A Sound					Pathways Nonsense Word Reading					Pathways Sight Words				STAR CBM - Oral Reading Fluency		
	Baseline	October Q1	December Q2	March Q3	May Q4	Baseline	October Q1	December Q2	March Q3	May Q4	October Q1	December Q2	March Q3	May Q4	December	March	
Last Name	Goal: 17	Goal: 23	Goal: 35	Goal: 45	Goal: 45	Goal: 8/10	Goal: 8/10	Goal: 17/20	Goal: 26/30	Goal: 35/40	Goal: 43/50	Goal: 86/100	Goal: 129/150	Goal: 172/200	Goal: 40	Goal: 42	G
	25		33			6	9	18	20		42	85			30		
	28		52			9	9	20			50	100			91		
	22	33	49			7	8	20	28		47	96			33		
	16	27	46			0	6	17			31	77			14		
	25		42			2	9	20	24		37	86			22		
	17	28	32			0	0	9			6	52			4		
	28		49			10	10	20	29		50	100			128		
	13	17	25			0	0	5	11		1	22			5		
	19	33	44			5	9	20	26		46	95	150		39		
	15	28	42			9	10	20	24		37	90			22		
	24		48			10	10	20	28		50	100	150		123		
	17	32	52			8	10	20	29		49	99	150		82		
	16	32	42			0	9	19	27		42	91			29		
	30		48			8	9	19	29		49	100	150		88		
	15	10	20			0	0	7	9		6	9					
	24		44			3	9	20			48	98			46		
	23		48			6	10	20			44	92	142		31		
	19	32	44			3	7	19			37	79			27		
	17	32	45			absent	9	19			43	90			24		
	13	8	26			0	0	4			0	19			4		
	14	31	37			0	6	18			32	75			12		
	15	26	30			0	5	5			17	22			11		



# Literacy Tracker » Small Group Instruction

Smith	Mon	Tues	Wed	Thurs	Fri	Morrow HOOT	Mon	Tues	Wed	Thurs	Fri
1:30 - 1:55	Group 4	Group 4	Group 1	Group 1	Lexia Lessons	1:30 - 1:55	HOOT	HOOT	MO 3	MO 3	HOOT
2:00 - 2:20	Group 1	Group 1		Group 2	Group 1	2:00 - 2:20	MO 2			M1	MO 2
2:20 - 2:40	Group 2	Group 3		Group 3	Group 2	2:20 - 2:40	MO 1	MO 1		MO 1	MO 1
Mendiola	Mon	Tues	Wed	Thurs	Fri	Calvo Groups	Mon	Tues	Wed	Thurs	Fri
1:30 - 1:55	M3	M4	M1	M3	M4	1:30 - 1:55		(RSP Kids in Hoot)	M2 + Ignacio	M2 + Ignacio	
2:00 - 2:20	M2	M2		M2	M2	2:00 - 2:20		S3		S3	
2:20 - 2:40	M1	M1		M1	M1	2:20 - 2:40		S2		S2	
Smith's Groups			Mendiola's Groups			Morrow's Groups					
Group 1	Unit 5: Daniela, Teddy, Yarely, Nancy	5	Group 1	Unit 7: Alexa, Kimberly, Armani	6	Group 1	Unit 7: Ignacio, Jacfar, Mohamed	3			
Group 2	Unit 7: Mohamed A, Mustaf	5	Group 2	Unit 7: Yasmin, Jael, Perri	6	Group 2	GLR: Ahmed, Maryam, Emily, Ivy	2			
Group 3	Unit 11: Aaron, Havana, Shekue, Nayeli	4	Group 3	GLR: Ruwayda, Faisal, Iker, Inmar, Eno	2	Group 3	GLR: Sophia, Ariana, Sumaya, Herlinda, Jaldyn				
Group 4	Unit 11: Maryan, Yaretzl, Leilany, Arahlee	2	Group 4	GLR: Daniela A, Sagal, Razaan, Yonis, Zamzam	2						

# Hoot Tutoring



**HOOT**  
reading  
FOR ALL

 **LEAD TO READ**

## What will the lessons look like?



**One-to-One:** Hoot Reading lessons are always live and 1:1 to create a safe and private learning experience where tutoring can be customized to the student's abilities.



**Evidence-based Instruction:** All tutoring is based on results from the Hoot Reading assessment and based on structured literacy informed by the Science of Reading.



**Qualified Teachers:** All tutors are educators who hold a B.Ed or higher. They are rigorously screened and hand-selected to ensure the highest quality instruction.



**Diverse Texts:** Hoot Reading's library has over 2,500 complex texts including our original decodables, developed by educators. Our library is curated with a particular eye for diversity, equity, and inclusion.



**Turn-key Solutions:** Our team handles implementation including operational logistics, parent engagement, and student data reporting. Our live help team (yes, real people!) are available at [help@hootreading.com](mailto:help@hootreading.com) any time lessons are happening.



# Hoot Tutoring

## Fall Session:

- October 2nd- December 15th
- 70 Students participating in 2nd- 5th grade
- Students receive 30 - 25 minute sessions
- **Average Independent Reading Gains = 1.23 years**

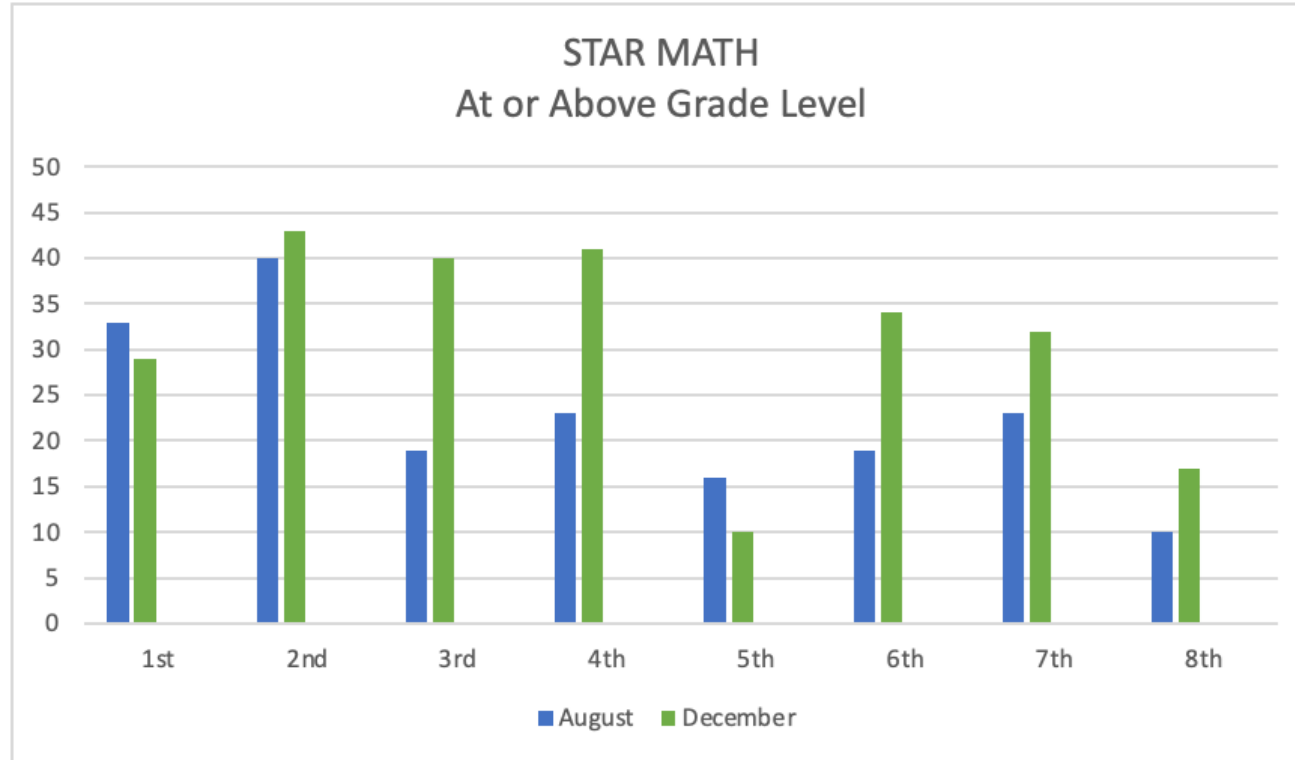
## Spring Session:

- February 20th- May 5th
- 90 Students participating in 2nd- 6th grade
- Students receive 30 - 25 minute sessions

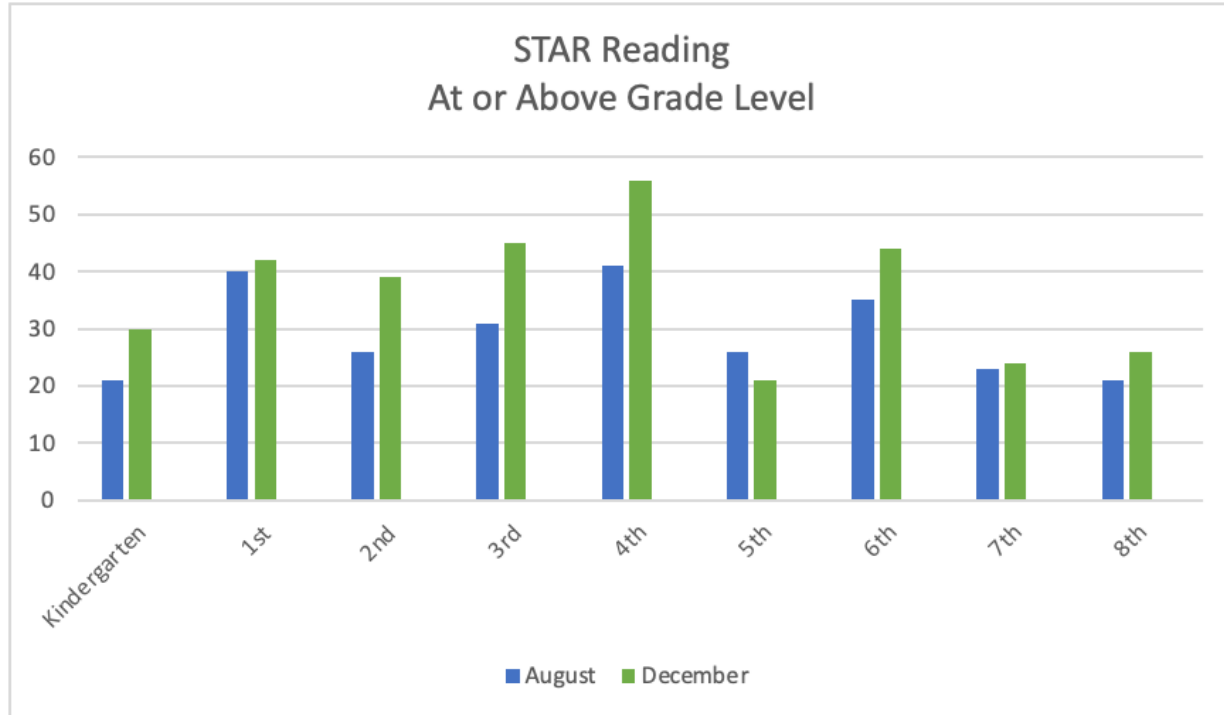
Next Steps: Possible summer sessions



# STAR Scores



# STAR Scores



# Curriculum Next Steps: Strong Instruction in all subject areas!

- Professional Development
  - Differentiated
  - On-going support for teacher clerks and paraprofessionals
- Year 1 Eureka Math implementation
  - Coaching
  - Aligning pacing & assessments
  - Fluency
- Science Pilot: Discovery Education
- Teacher Talk: Curriculum, Instruction, & Assessment

