

## Funding Alignment: School Improvement Grants (SIG)

School Improvement Grants (within Title I) provide assistance to Local Education Agencies (LEAs) to improve student achievement in Title I schools identified for improvement, corrective action, or restructuring to enable those schools to make adequate yearly progress (AYP) and exit improvement status. The American Recovery and Reinvestment Act (ARRA) provides additional School Improvement Grants to stimulate the economy and invest in the long-term educational growth of the country.

Rowland Reading Foundation is a nonprofit organization dedicated to improving reading instruction in the primary grades. The Foundation publishes the Superkids® Reading Program, a core reading program designed just for kindergarten through second grade that teaches all aspects of reading seamlessly integrated with the language arts. Happily Ever After is the Foundation's literature-based reading readiness program. The table below shows the School Improvement Grants requirements and alignment with Rowland Reading Foundation programs.

School Improvement Grants Requirements	What the Superkids and Happily Ever After Programs Do
<b>Research-Based Program Aligned with State Standards</b>	
<p>Final Requirements for School Improvement Grants, as Amended in January 2010</p> <p>...<u>Turnaround model</u>: ...An LEA must-                      ... Use data to identify and <b><u>implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</u></b></p>	<p>The Superkids Reading Program and Happily Ever After help students meet rigorous requirements and align to Common Core State Standards and state-specific standards, and the International Reading Association (IRA), the National Association for the Education of Young Children (NAEYC), and the Head Start recommendations for teaching students to read. The instructional focus of each level is described below. Correlation charts for each state or national requirements show the alignment of each program to these standards.</p> <p><b>The Superkids Reading Program (Kindergarten–Grade 2)</b>                      The Superkids Reading Program is designed just for kindergarten through second grade and teaches all aspects of reading, seamlessly integrated with the language arts. Built on scientific research and proven pedagogy, it combines rigorous instruction with highly motivating materials. The Superkids Reading Program provides explicit and systematic instruction in reading, spelling, handwriting, expressive writing, and simple grammar and mechanics. The six levels are:</p> <ul style="list-style-type: none"> <li>• <b>Level 1: Meet the Superkids</b> (usually taught first semester of kindergarten) This level begins children’s formal phonics instruction by teaching 13 letters of the alphabet—five short vowels and eight consonants. Students learn one sound for each of the letters and how to blend the letter-sounds to read words and eventually sentences. They also learn how to write the capital and lowercase form of each letter and to encode (spell) words with the letters and sounds they’ve been taught. Comprehension instruction begins with lessons about read-aloud stories and then continues, starting in the middle of the level, with lessons about short decodable stories children read themselves. Lessons for each story build background and vocabulary before reading and help guide children’s comprehension as they read. Expressive writing is taught through shared writing activities and independent writing in which children dictate what they want to write or use temporary spelling. By the end of this level, students understand</li> </ul>



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<p><i>Continued from earlier page</i></p>	<p>how written language relates to spoken language.</p> <ul style="list-style-type: none"> <li>• <b>Level 2: Superkids’ Club</b> (usually taught second semester of kindergarten) This level continues children’s phonics instruction by teaching the remaining 13 letters of the alphabet, one sound for each, and how to write the capital and lowercase forms. With each new letter they learn, children are able to decode and encode (spell) more and more words. They read longer decodable stories as the level progresses, and lessons continue to develop their comprehension and vocabulary through reading. Expressive writing is taught the same way as in the previous level, but as children increase their knowledge of letters and sounds, they are able to write more words themselves.</li> <li>• <b>Level 3: Adventures of the Superkids</b> (usually taught first semester of first grade) This level steps up students’ phonics instruction by teaching more complex letter-sound relationships, such as digraphs and long-vowel sounds. Instead of focusing just on individual letter-sounds, children learn to use word families and whole-word patterns to help them decode and encode. They also learn how to read and spell six new Memory Words—high-frequency or sight words—in every unit. The decodable stories children read in this level are longer and more complex than those in kindergarten. Lessons for each story help guide children’s understanding and explicitly teach comprehension skills and strategies. Lessons also teach and have children practice using fluency skills, such as reading with expression and natural phrasing. Explicit and systematic instruction in expressive writing teaches children how to write a wide variety of products and introduces them to the writing process.</li> <li>• <b>Level 4: More Adventures of the Superkids</b> (usually taught in second semester of first grade) This level teaches more difficult phonetic elements, including r-controlled vowels and vowel combinations, such as <i>au</i>, <i>oi</i>, <i>oy</i>, and <i>oo</i>. Children learn strategies for decoding and encoding (spelling) words with variant vowel sounds. Then also continue learning to read and spell new Memory Words (sight words). By the end of this level, students are able to read and spell all 220 sight words on the Dolch Basic Word List. Comprehension and fluency skills are explicitly taught and children practice applying the skills to progressively longer and more challenging decodable stories. Instruction in expressive writing teaches children how to write additional products and use the writing process to plan, draft, revise, and publish.</li> <li>• <b>Level 5: The Superkids Hit Second Grade</b> (usually taught in first semester of second grade) This level reviews, at a much faster pace, all the phonics and spelling skills taught in the first-grade levels of the program. The goal is for children to master these essential skills so that they are confident, automatic decoders and spellers. At the same time, this level greatly expands students’ world of reading. Children are taught how to apply comprehension skills to a wide variety of authentic fiction—including folktales, historical fiction, and realistic chapter books—and to nonfiction science and social studies articles in SUPER Magazine. Children’s vocabulary and fluency are also developed through their instruction with these materials, plus a Decodable Reader. Expressive writing skills are taught in greater depth than in the previous levels and children use the writing process to publish one final piece in every unit.</li> <li>• <b>Level 6: The Superkids Take Off</b> (usually taught in second semester of second grade) Phonics and spelling</li> </ul>



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<p><i>Continued from earlier page</i></p>	<p>instruction in this level introduces children to some of the complexities of the English language. Children learn less common sound-spellings to add to their knowledge of sound-spelling patterns. They soon realize that their new challenge is in having to remember which pattern applies to which words. Explicit instruction in comprehension, vocabulary, and fluency continues, but at a higher level as children read longer, more complex chapter books and nonfiction articles in SUPER Magazine. Similarly, children are challenged to produce longer, more complicated expressive writing products, including a research report and their own magazine. They are also expected to use the writing process with greater independence with each unit. By the end of this final level of the Superkids Reading Program, students should be confident, independent readers and writers, ready for intermediate-grade work.</p> <p><b>Happily Ever After (Pre-kindergarten)</b>                      Happily Ever After is a reading readiness program designed to give children the foundation they need to be successful when they begin formal reading instruction. Well-known, beautifully illustrated selections of children’s literature are the basis of the 10 units in the program. The program teaches a rich curriculum of early literacy skills, including story structure and appreciation, print and book awareness, letter recognition and naming, auditory discrimination, phonological and phonemic awareness, listening and direction following, fine motor skills, recognizing colors and shapes, instructional concepts and vocabulary, oral language development, and emergent writing through children’s dictation. Happily Ever After can be used as a stand-alone program for pre-K students and kindergartners who aren’t ready for the Superkids Reading Program.</p>
<p><b>Additional Support for Students with Disabilities and Limited English Proficiency</b></p>	
<p>Final Requirements for School Improvement Grants, as Amended in January 2010                      ...An LEA may also implement <b><u>comprehensive instructional reform strategies</u></b>, such as-                      ... Providing additional supports and professional development to teachers and principals in order to <b><u>implement effective strategies to support students with disabilities</u></b> in the least restrictive environment and to <b><u>ensure that limited English proficient students acquire language skills to master academic content</u></b>;</p>	<p>Differentiated instruction describes the classroom practice of tailoring teaching methods and materials based on students’ documented needs. Research has shown that classrooms that differentiate instruction produce higher reading growth, for both students who need more explicit teacher-managed instruction and those who can work more independently. For example, the Superkids Reading Program is comprehensive and provides research-based core instruction and specific opportunities to meet the needs of all learners by adhering to three principles of differentiated instruction:</p> <p><b>Principle 1: Identify the children’s needs through formal and informal assessment.</b>                      The program offers formative and summative assessments so teachers can answer: <i>What does the child need? What should I teach?</i> Formal assessments in the Assessment Books include Placement Tests (or Beginning-of-the Year Test), Progress Tests and End-of-Level Tests. Teachers can informally assess students using Daily Routines, daily skill work in Student Books and Word Work Books, optional blackline master activities, expressive writing assignments, discussion of comprehension questions during guided reading, and other classroom discussions.</p> <p><b>Principle 2: Deliver core instruction using research-based materials.</b>                      The Superkids Reading Program meets the criteria for effective, research-based core reading instruction delivered to all students during a 60- to 90-minute reading block for K-1<sup>st</sup> grade and a 120-minute reading block in 2<sup>nd</sup></p>



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<p><i>Continued from earlier page</i></p>	<p>grade. Core, grade-level instruction is delivered systematically to the whole class to ensure that all students have the necessary sequence of skill instruction over the K–2 development span in phonemic awareness, phonics, fluency, vocabulary, reading comprehension, spelling, handwriting, writing, grammar, and mechanics. Similarly, Happily Ever After is used during core instruction for prekindergarten students.</p> <p><b>Principle 3: Differentiate instruction based on student needs.</b>                      With the Superkids Reading Program, for example, teachers are able to address students’ individual needs <i>every day</i> in small groups or one-on-one. Lessons are structured so that teachers can give struggling students more guidance on their core skill work while allowing other students to work more independently. <b>Ten-Minute Tuck-Ins</b> in the lessons provide additional teacher-led activities for reteaching, reinforcing, or extending skills taught in a lesson. Teachers use the activities to give targeted instruction to small groups or individuals. <b>Guided reading instruction</b> is done in small, homogenous groups so that teachers are able to customize the instruction to meet the specific needs of children in each group. <b>Superkids Libraries</b> for kindergarten and first grade provide over 100 decodable fiction and nonfiction books at three levels—easy, on-level and challenging—for additional guided reading or independent practice that matches students’ reading abilities. <b>CDs</b> with recorded readings of core texts and Library Books are available to support struggling readers and help all students develop listening comprehension and fluency skills. <b>Independent Activities</b> enable students to practice core skills on their own using blackline masters and other materials. Some activities make cross-curricular connections to science, social studies, art, and other disciplines. A <i>How to Teach</i> book for each grade explains best practices for teaching the program, including how to differentiate instruction. The <i>Superkids Skill-Building Book</i> offers additional activities and tips to help teachers provide targeted instruction to meet students’ needs. The Rowland Reading Foundation also offers a range of professional development opportunities for teachers to acquire best practices in differentiated instruction via on-site workshops and coaching days.</p>
<p><b>Meet Goals for Student Achievement</b></p>	
<p>SEC. 1003. SCHOOL IMPROVEMENT.                      ...The State...shall give priority to local educational agencies with the lowest-achieving schools that demonstrate –                      (A) the <b><u>greatest need for such funds</u></b>; and                      (B) the strongest commitment to ensuring that such funds are used to <b><u>provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational agency improvement, corrective action, and restructuring plans...</u></b></p>	<p>Rowland Reading Foundation and independent third parties (such as university professors and academic research centers) have conducted scientific research to evaluate the effectiveness of its programs in nearly every region of the United States and with every major student group. Key findings show that the Superkids Reading Program helps LEAs meet annual goals for student achievement and make progress on leading indicators include:</p> <p><b>National Pre-Post Study</b>                      In the 2006–07 and 2007–08 school years, the Superkids Reading Program was tested in a national trial (83 schools in 22 states) involving 3,200 kindergarten students in 193 classrooms. The data collected showed that Superkids students made dramatic improvements from fall to spring on the Stanford Early School Achievement Test, moving on average from the 54<sup>th</sup> to the 79<sup>th</sup> percentile.</p> <ul style="list-style-type: none"> <li>• <b>Students of all ethnicities</b> made dramatic progress – by spring, all students scored at or above the 70<sup>th</sup> percentile.</li> <li>• <b>Students of all abilities</b> made dramatic gains – on the fall test, 35% of students scored in the lowest quartile; by</li> </ul>



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<p>Final Requirements for School Improvement Grants, as Amended in January 2010</p> <p>...To monitor each Tier I and Tier II school that receives school improvement funds, an LEA must-</p> <p>(i) Establish <b>annual goals for student achievement</b> on the State’s assessments in both reading/language arts and mathematics; and</p> <p>(ii) Measure <b>progress on the leading indicators</b> in section III of these requirements.</p> <p>(b) The LEA <b>must also meet the requirements with respect to adequate yearly progress</b>...</p>	<p>spring, only 11% of students scored in this quartile.</p> <ul style="list-style-type: none"> <li>• <b>African-American students</b> started the year at about the national average but finished the year well above the national average at the 73<sup>rd</sup> percentile.</li> <li>• <b>Hispanic students</b> started the year below the national average but finished the year well above the national average at the 70<sup>th</sup> percentile.</li> <li>• <b>Low-income children</b> scored on average at the 29<sup>th</sup> percentile in the fall; in the spring, they scored at the 66<sup>th</sup> percentile, well above the national norm with a gain of 37 percentile points.</li> <li>• <b>English language learners</b> scored on average far below the national norm at the 26<sup>th</sup> percentile in the fall; by spring, this group made striking gains, finishing the year above the national norm at the 63<sup>rd</sup> percentile, a gain of 37 percentile points.</li> <li>• <b>The gender gap</b> was reduced by nearly half. This gender gap in reading is typically observed in the earliest years of school and it grows over time. Educators increasingly believe that it is critical for boys to get a strong start in reading in the primary grades.</li> </ul> <p><b>Two-Year Impact</b></p> <p>During the 2006–2007 and 2007–2008 school years, the Superkids Reading Program was tested in a national trial involving more than 400 students in 36 classrooms in 18 schools. Students used both the kindergarten and first-grade levels, over two years. The students started kindergarten at the 54<sup>th</sup> percentile in reading compared to children nationally ended first grade at the 75<sup>th</sup> percentile. If these children had merely progressed as much as children do normally, they would have ended first grade at about the 54<sup>th</sup> percentile, so the 21-point gain is a truly remarkable result.</p> <p><b>Treatment/Control Studies</b></p> <p>The Center for Research on Educational Policy (CREP) conducted a quasi-experiment during the 2005–2006 school year in two schools. The sample consisted of 152 children in 8 kindergarten classrooms that used Superkids and 120 similar students in 7 classrooms that used other reading programs (control group). At the end of the school year, researchers administered the Gates-MacGinitie Reading Test. According to CREP, “The results were extremely positive favoring the Superkids students.” The median percentile rank for the Superkids students was 90, while the median percentile rank of the comparison group was 68. Effect sizes ranged from 0.27 to 0.46.</p> <p><b>Large-Scale, National Quasi-Experiments</b></p> <p>During 2006–2007 and 2007–2008 school years, the Superkids Reading Program was tested in two large-scale, national quasi-experiments.</p> <ul style="list-style-type: none"> <li>• In one kindergarten study (conducted by Dr. Geoffrey Borman at the University of Wisconsin), 23 Superkids classrooms were compared to 20 traditional basal reading classrooms in the same schools across six states. The 390 Superkids students were very similar to the 360 control group students in demographics, teachers’ experience, and baseline achievement. Students were tested at the beginning and end of the school year with the Stanford Early</li> </ul>



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<p><i>Continued from earlier page</i></p>	<p>School Achievement Test. Results showed that Superkids students' performance was superior to the control group's in all reading domains tested. Effect sizes ranged from 0.11 to 0.25. (See: Borman, G. D. &amp; Dowling, N. (2009). Student and Teacher Outcomes of The Superkids Quasi-Experimental Study. <i>Journal of Education for Students Placed at Risk (JESPAR)</i>, 14(3), 207-225.)</p> <ul style="list-style-type: none"> <li>• The second study (conducted by Dr. Jerome D'Agostino, associate professor at The Ohio State University) also compared Superkids classrooms to control classrooms, but the classrooms were in different schools (21 Superkids classrooms in 11 schools and 22 well-matched classrooms in 11 demographically similar schools across seven states). The 382 Superkids students and 368 control students were tested with the Iowa Test of Basic Skills. Superkids students outperformed control students in four measures of reading skills. Effect sizes ranged from .23 to .41. Dr. D'Agostino said, "The effect sizes mean that the <i>average classroom</i> using Superkids performed from 9 to 16 percentiles higher than the average control classroom after one year...."</li> </ul> <p><b>DIBELS and SESAT Results</b>            Reading assessment data from 2004-2005 were collected from three matched pairs of first-grade classrooms in Alaska, Kansas, and Pennsylvania. Analysis showed that Superkids classrooms gained more than control classrooms on nine out of ten assessments. Further, when standardized scores from assessments of phonological awareness and knowledge of the alphabetic principle were analyzed, Superkids students significantly outgained the control students, with an effect size of 0.57.</p> <p><b>Top Ratings By Teachers</b>            Structured telephone interviews were conducted in April 2007 and 2008 with 235 Superkids teachers. Additionally, 41 control teachers were interviewed, and their responses were compared to the responses of 45 matched Superkids teachers.</p> <ul style="list-style-type: none"> <li>• <b>Teachers rated the Superkids Reading Program at least 4.5/5.0 in every category</b> across: (1) overall satisfaction; (2) effectiveness at teaching children to read; (3) effectiveness at motivating students to learn; and (4) ease of use. 88% said Superkids was more effective than other programs they had used, 97% wanted to use the program again, and 97% would recommend the program to a colleague.</li> <li>• <b>Researchers found that Superkids teachers were more satisfied with their program than control teachers.</b> Superkids teachers reported greater overall satisfaction (4.65 versus 3.85), greater perceived effectiveness (4.74 versus 3.90), greater perceived motivation of students (4.83 versus 3.75), and easier implementation (4.63 versus 3.95) than control teachers.</li> <li>• <b>Superkids teachers reported spending less time teaching language arts than the control teachers, yet Superkids students had larger reading gains</b> (105 minutes compared to 132 minutes in the one study, and 99 minutes compared to 141 minutes in another study).</li> </ul>



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<b>Job-Embedded, High-Quality Professional Development</b>	
<p>Final Requirements for School Improvement Grants, as Amended in January 2010</p> <p>...<u>Turnaround model</u>: ...An LEA must-            ... Provide staff ongoing, high-quality, <b>job-embedded professional development that is aligned with the school's comprehensive instructional program</b> and designed ... to <b>facilitate effective teaching and learning</b> and have the capacity to successfully implement school reform strategies;</p> <p>Final Requirements for School Improvement Grants, as Amended in January 2010</p> <p>...<u>Transformation model</u>: ...The LEA must-            ...Provide staff <b>ongoing, high-quality, job-embedded professional development</b> (e.g., regarding <b>subject-specific pedagogy</b>, ... or <b>differentiated instruction</b>) that is ...designed... <b>to facilitate effective teaching and learning</b> and have the capacity to successfully implement school reform strategies....</p>	<p>The Superkids Reading Program and Happily Ever After include initial in-service training and ongoing professional learning and coaching opportunities. For any district/school partnership, the Rowland Reading Foundation customizes services to meet teacher and administrator needs, on requested days and times. A cadre of literacy coaches, in-service training professionals, and program experts are located throughout the country to provide implementation support. A recommended training plan involves:</p> <ul style="list-style-type: none"> <li>• <b>Year 1:</b> Initial in-service foundation and implementation training, two to three (2-3) coaching visits per classroom, administrator orientation training, parent orientation event, professional development seminars, and a third-grade awareness meeting.</li> <li>• <b>Years 2–3:</b> In-service training for experienced teachers, train-the-trainer workshops to build capacity within the school, professional development seminars, grade-level meetings, and leadership development sessions for leaders and mentors.</li> <li>• <b>Years 4–6:</b> In-service training for expert teachers and continuation support for leaders and mentors.</li> </ul> <p>Training and support are delivered via hands-on workshops, DVD training modules, website support, and the helpline.</p> <ul style="list-style-type: none"> <li>• <b>Hands-On Workshops</b> <ul style="list-style-type: none"> <li>- <b>Foundations of Primary Literacy</b> – This session lays the groundwork for understanding the process of learning to read. The science of reading and the contemporary research are presented in an interactive format, and participants will leave this session with a firm understanding of how the neural pathways for reading are formed, what systematic, explicit instruction really means, and how the program is truly research-based. The session is for all teachers and administrators and occurs before the implementation training.</li> <li>- <b>Implementing the Program</b> – This training, divided by grade level, prepares teachers to implement the program. Participants engage in role-playing lessons and debriefing the “what” and “why” of the program. Teachers leave this session prepared to use all program materials. All teachers new to the program, or new to a grade level participate in the sessions; experienced teachers are also welcome to attend as a refresher course.</li> <li>- <b>Administrator Orientation</b> – A presentation for administrators helps acquaint them with the program and research foundation. The session includes a helpful “What to Expect” document for classroom walkthroughs.</li> <li>- <b>Parent Orientation</b> – A presentation for parents acquaints them with the program and research foundation. In year one, the Rowland Reading Foundation staff members deliver the session; in subsequent years, the LEA staff members use a PowerPoint and outline to deliver the session.</li> <li>- <b>Professional Development Seminar</b> – The Rowland Reading Foundation provides content seminars. These sessions are custom-designed, and can include keynote presentations and break-out sessions on topics related to primary literacy.</li> </ul> </li> </ul>



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<p><i>Continued from earlier page</i></p>	<ul style="list-style-type: none"> <li>• <b>Ongoing Training &amp; Meetings</b> <ul style="list-style-type: none"> <li>- <b>Coaching</b> – In year one, each classroom receives two coaching visits in the fall and one in the spring. Classroom visits can include observation and feedback, discussion on topics chosen by the teacher, or lesson modeling, including differentiated instruction. Coaching visits may also include a team or grade-level meeting, either during the day or after school. If needed, a classroom may receive additional coaching days to support a successful implementation.</li> <li>- <b>Leadership Development</b> – As part of an ongoing relationship with the Rowland Reading Foundation, LEAs may pursue a customized program to train reading specialists to deliver training, or mentor colleagues new to the program.</li> <li>- <b>Grade-Level Teacher Meeting</b> – Specifically for experienced teachers, the Rowland Reading Foundation facilitates grade-level meetings as a forum for answering questions about the program, discussing primary literacy best practices, and sharing ideas.</li> <li>- <b>Third-Grade Awareness Meeting</b> – In preparation for students entering third grade, the Rowland Reading Foundation provides an awareness meeting for third-grade teachers, to share what has been taught in Pre-K–2 classrooms.</li> </ul> </li> <li>• <b>Resources</b> <ul style="list-style-type: none"> <li>- <b>Training DVD</b> – To learn how to implement the program for the first time, or to review what they learned in the hands-on workshop, teachers can use the Training DVDs. The 30–50 minute video-based sessions (one for each grade level) provide an overview of the instructional materials and discuss the pedagogical foundation.</li> <li>- <b>Website and Helpline</b> – As teachers use the program, they have access to ongoing support via the Superkids website and helpline. The website provides a range of resources, including Q&amp;A and tips on classroom management, phonemic awareness, phonics, handwriting, spelling, vocabulary, comprehension, expressive writing, fluency, grammar, usage and mechanics. Additional tips by teachers using the program are posted on the website. The helpline gives access by phone to a program expert who can answer questions.</li> </ul> </li> </ul>
<p><b>Assessments &amp; Use of Data</b></p>	
<p>Final Requirements for School Improvement Grants, as Amended in January 2010                      ... The LEA must~                      ... Use <b><u>data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</u></b> and                      ... <b><u>Promote the continuous use of student data</u></b> (such as from formative, interim, and</p>	<p>The Superkids Reading Program and Happily Ever After programs include summative and formative assessments to help educators evaluate performance and progress and plan instruction. These include:</p> <ul style="list-style-type: none"> <li>• <b>Initial Formal Assessment</b> – Happily Ever After and the Superkids Reading Program provide tests, one per grade, to formally assess children’s skills at the beginning of each school year.</li> <li>• <b>Ongoing Informal Assessment</b> – Every day in the Superkids Reading Program (and Happily Ever After) begins with Daily Routines that provide a quick, informal assessment of recently taught skills. Teachers have many opportunities to assess children’s individual strengths and weaknesses by observing them during lessons and reviewing completed work. Teachers can record their informal observations on the Student Record Forms in the Assessment Books.</li> </ul>



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<p>summative assessments) to <b><u>inform and differentiate instruction</u></b> in order to meet the academic needs of individual students.</p> <p>Final Requirements for School Improvement Grants, as Amended in January 2010</p> <p>...An LEA must~</p> <p>... Promote <b><u>the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction</u></b> in order to <b><u>meet the academic needs of individual students;</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Periodic Formal Assessment</b> – Educators can formally assess children’s mastery of skills using the Progress Tests provided in the Assessment Book for each level of the program. These tests have separate parts to assess children’s mastery of skills taught in the level. Teachers can use these results to identify skills to reteach and students who may need additional support. The Assessment Books for second grade also include formal fluency tests.</li> <li>• <b>End-of-Level Assessment</b> – When students complete a level of the Superkids Reading Program, teachers can use the End-of-Level Test to formally assess students’ achievement in the major skill areas taught.</li> <li>• <b>Standardized Tests</b> – Teachers can supplement the various program assessments with common standardized tests such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Gates-MacGinitie Reading Test (GMRT), Iowa Test of Basic Skills (ITBS), Stanford Early School Achievement Test (SESAT), STAR Reading, or the Texas Primary Reading Inventory (TPRI) for student placement.</li> </ul>
<b>Community-Oriented Services and Supports for Students</b>	
<p>Final Requirements for School Improvement Grants, as Amended in January 2010</p> <p>...An LEA must~</p> <p>... Provide <b><u>appropriate social-emotional and community-oriented services and supports for students.</u></b></p>	<p>The Superkids Reading Program and Happily Ever After encourage educators to develop strong connections with families/communities. Teachers frequently report children’s progress, suggest activities that adults/community members can do at home, and actively involve parents/community members in student learning. Ideas promoted in the programs include:</p> <ul style="list-style-type: none"> <li>• Implement a <b>Parent Orientation</b> at the beginning of the school year to give families/communities an overview of how Happily Ever After or the Superkids Reading Program will help develop their child as a reader. Throughout the school year, host <b>family reading nights</b> in the classroom so children can share with their families what they’ve been reading and writing.</li> <li>• Use the <b>Take-Home Letters</b> (provided in English and Spanish) to let families/communities know what their child has been learning in the program and suggest activities to do at home to reinforce the skills taught.</li> <li>• <b>Share students’ work with their families.</b> Send home completed Student Books or Word Workbook pages, Daily Dictation and Handwriting work, blackline masters, expressive writing assignments, Book Talk Journals (for grade 2 only), spelling tests, Progress and End-of-Level Tests. Retain some materials for at-school conferences, particularly work that shows how a student is struggling, making progress, or excelling.</li> <li>• Encourage <b>At-Home Activities</b>, such as:             <ul style="list-style-type: none"> <li>- <b>Reading aloud to a child.</b> Send read-aloud book suggestions home to help families/communities choose books that connect to concepts and topics students are currently reading or learning about at school.</li> <li>- <b>Independent reading.</b> Allow children to take home Superkids Library Books or other books so they can experience the pleasure of reading on their own or aloud to their family/communities.</li> <li>- <b>Talking about books and ideas.</b> Give families/communities engaging questions and topics to discuss related to what children have been reading or studying.</li> </ul> </li> </ul>

