

## **What is Reading Recovery?**

Reading Recovery is an early intervention program that helps first grade students become independent readers and writers. The goal of the program is to accelerate the reading and writing progress of at-risk learners. Children need to be successful in reading the first time they are taught. Using an early intervention program, such as Reading Recovery, before reading failure is established will help reduce reading problems.

Reading Recovery was developed in New Zealand by educator Dr. Marie Clay. It was introduced to the U.S. in the early 1980's. Today Reading Recovery is in more than a thousand U.S. schools and is frequently mentioned in educational literature as being an excellent program.

## **The Reading Recovery Program**

The Reading Recovery program is taught by a Reading Recovery teacher who has received extensive training in reading instruction. At the beginning of first grade, the Reading Recovery teacher and the classroom teacher identify children who are at the greatest risk of having reading problems. Selected children are then given one-on-one instruction for 30 minutes each day for approximately 12- 20 weeks. This instruction is in addition to the regular classroom reading instruction.

During a Reading Recovery lesson, the child is actively engaged in reading and writing. While the lesson for each child follows the same framework, the books read and the teacher interactions are based on the needs of each child. The child continues in the program until he has developed effective reading strategies needed to become an independent reader. The decision to discontinue is based on the child's performance in the regular classroom and on the Diagnostic Survey that is given. When a child is discontinued, the teacher picks the next child in most need of help.

## **Reading Recovery Lesson**

The Reading Recovery lesson follows the same format each day.

### **1. Reading of familiar books.**

The child begins each lesson by reading several books that have been previously read. Reading familiar books helps to build reading fluency, reinforce reading strategies, and build a child's confidence.

### **2. Taking a running record on the previous day's new book.**

The child reads the new book from the previous day while the teacher records the reading behaviours using a special notation called a running record.

### **3. Working with letters.**

The child works with plastic letters to help in letter identification, word parts, and seeing connection between words.

### **4. Writing a story.**

The child writes a sentence or two each day. This task helps the child make links between sounds and letters, make connections between words, and build a writing vocabulary. After the story is written, the teacher writes the sentence on a sentence strip and cuts it apart into words or word parts for the child to put together. This cut-up sentence is sent home each day for added practice.

**5. Reading a new book.**

The child is introduced to a new book and then reads it as independently as possible. In the book introduction, the child looks at the pictures in the book to build some meaning into the story before reading.

# **Reed Custer Primary School**

**35445 S. Washington Street  
Custer Park, IL 60481  
815-458-6340**

## **Title 1 Reading**

**Teachers: Mary Kay Carey, Donna Riley, and Susan Walsh**

The Title 1 program is the nation's largest federal assistance program for schools. The purpose of the Title 1 program is to provide additional opportunities for students served in the program to acquire the skills outlined in the State's Academic Content Standards that all students are expected to meet. To receive Title 1 funding, each school district must submit a local improvement plan each year. On-site reviews are conducted regularly by the state to monitor a school district's Title 1 program. Selection of students to participate in the Title 1 program is determined by student performance on grade level diagnostic assessments and classroom teacher recommendations.

Title 1 services include additional instruction/tutoring beyond what is offered in the regular classroom instruction to ensure that all children will achieve success.

### **Goals of the Title 1 Reading Program**

1. Improve student performance in reading to meet challenging state content standards
2. Provide additional reading resources to support the regular classroom instruction
3. Encourage a school-family partnership
4. Communicate with parents on students progress
5. Provide all children the opportunity to achieve success across the curriculum.

## **Parent Involvement**

Annual Parent Meeting

School-Family Compact

Student Progress Reports

Title 1 information in monthly school newsletter

Parent-Teacher Conferences

Family Reading Night

Monitor child's school attendance

Read to and with their child

### **What can parents do to help their child read?**

Ask yourself these questions when reading with your child . . .

- Does your child move his/her eyes or finger across the print (left to right, top to bottom)?
- Does your child match one-to-one when reading and not insert or omit words?
- Does your child check his/her own reading for errors?
- Does your child work independently on the more difficult parts of the text?
- Does your child read fluently with phrasing?
- Does your child use a variety of strategies to read a new word?
- Does your child's oral reading make sense and demonstrate the use of reading skills?

Let your child know how proud you are of his/her reading success. Encourage and model a lifelong love for reading.



Excellence in K-12 Public Education  
Reed Custer School District #255U

## Reed-Custer Primary School

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### Reed Custer Primary School

#### Title I Parental Involvement Policy

##### PART I. GENERAL EXPECTATIONS

Reed Custer Primary School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.

• The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA;*

**PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. Reed Custer Primary School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

*Parents of Title I students will be invited to a parent meeting designed to involve them in the development of the school parental involvement policy.*

2. Reed Custer Primary School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

*Parents will be included in the ongoing School Improvement Team, which also includes teachers and the principal. Title I parents will have the opportunity to provide input through parent surveys, the annual parent meeting, parent-teacher conferences, and the Open House Night.*

3. Reed Custer Primary School will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

*We will invite all parents of Title I students to attend the annual Title I meeting by sending home an invitation and/or making phone calls, and providing baby-sitting services.*

4. Reed Custer Primary School will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

*Curriculum and assessments information will be presented at the Open House, the Fall Parent Workshop, during Parent-Teacher Conferences and through the school's newsletter, The Primary Star.*

5. Reed Custer Primary School will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

*Parent Teacher conferences will be held twice a year and additional meetings will be scheduled as needed. Parent suggestions will be given to the School Improvement Team.*

6. Reed Custer Primary School will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

*State assessments are not given at the primary level. However, the results of the Aimsweb Benchmark testing, Clay's Observation Survey, and/or the Gates-MacGinitie Reading Test may be given to parents at parent-teacher conferences or in a written progress report.*

7. Reed Custer Primary School will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

*A letter will be sent home informing parents if their child has been taught by a teacher who is not highly qualified.*

8. Reed Custer Primary School will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

*A Parent Workshop will be held which instructs parents on curriculum issues and ways to help their child at home. The school newsletter, The Primary Star, also has a Title I section that offers information to parents about reading strategies, etc.*

9. Reed Custer Primary School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by:

*A Parent Workshop will be held in the Fall that provides parents with literacy training. Title 1 parents will be invited to observe their child's reading lesson. Books will be sent home each night for the Title 1 students to read. A summer reading program will be offered for Title 1 students and will provide them with books which are sent to their homes. Family Reading Night will be held in the Fall to promote the love of reading and to foster a positive school/home partnership.*

10. Reed Custer Primary School will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

*Staff inservices will be given that explore parent communication and partnership building as needed.*

11. Reed Custer Primary School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

*Family Reading Night will be held in the Fall for all families in the school to promote reading and foster positive communication between the school and parents.*

12. Reed Custer Primary School will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*Parent communications will be written in understandable language and uniform format. If needed, every effort will be made to send home parent communications in the parent's native language.*

**PART III. ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes from the parent meeting.

This policy was adopted by the Reed Custer Primary School on May 24, 2011 and will be in effect for the period of 2011 - 2012. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 14, 2011.

Janice Kunz Ph.D

*Dr. Janice Kunz*

*Principal of Reed Custer Primary School*

*May 25, 2011*

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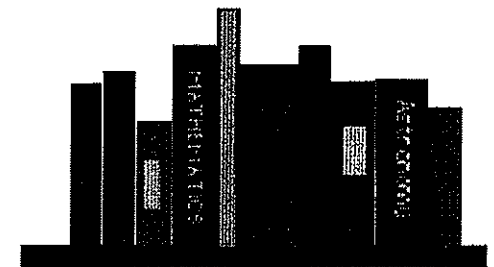
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**Reed- Custer Primary School**  
**PARTNERS IN LEARNING**  
Student-Parent-Teacher-Administrator Agreement

We know that learning can take place only when there is a combination of effort, interest, and motivation. As we are all committed to \_\_\_\_\_ progress in school, this agreement is a promise to work together to promote his/her achievement.

**As a parent, I pledge to:**

- see that my child comes to school everyday and on time.
- listen to my child read the books that are sent home each night and sign the form.
- read to my child and let my child see me read.
- attend parent/teacher conferences and parent workshops when possible.
- talk to my child about school.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**As a student, I pledge to:**

- read the books that are sent home each night and get a signature.
- bring my books back to school each day.
- arrive at school on time.
- follow all school rules.
- bring home all notes from school.
- work as hard as I can and do my homework.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**As a teacher, I pledge to:**

- teach the skills that are needed for your child to become an independent reader and writer.
- keep parents informed about student progress and behavior.
- provide positive feedback and encouragement to my students.
- collaborate with other teachers on ways to help the students.
- send books home for your child to read.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**As a principal, I pledge to:**

- provide a safe and positive environment in the school.
- create a welcoming environment for parents, encouraging positive communication between home and school.
- provide appropriate in-services and training for teachers.

Signature: \_\_\_\_\_

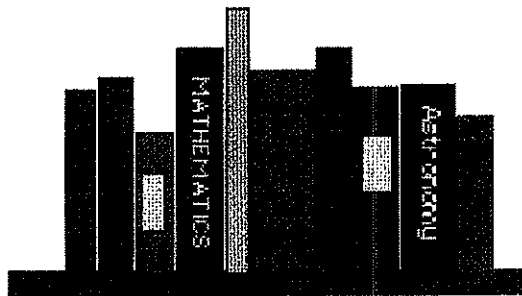
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