School-Based Planning Team Agenda: Monday, December 2nd, 2024

Attendees: Susan Reed, Gina Verdin, Michelle Steele, Christopher Galvano, Michael Loson, Aaron Lane, Jacob Solt, Amy Bateman, Shantinique DePass, Marvic Aguero, Ajoua Jackson
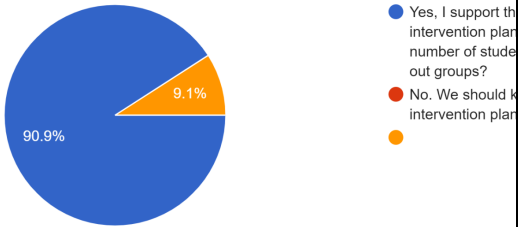
Guests:

Excused:

Facilitator: Ajoua Jackson

Note Taker: Christopher Galvano

Time Keeper:

Item	Resolution
December 6th half-day staff meeting options.	SBPT described options for December 6th Half-Day centered on SELF-driven activities to support both students and staff dealing with grief.
Create a Mock Half Day Schedule for the year.	SBPT members will come in with ideas for the next half day (March 14): activities, speakers, curriculum, etc.
Reading Intervention Program Proposal. (Old Business)	Tabled item. Suggestions for next meeting: Speak with the reading teacher and discuss potential impacts. Contact Dr. Kim Harris-Pappin. Ask for grant language.
Any progress or plans regarding Ms. Lawrence's replacement for Science Teachers?	HCI is aware of the positions needed.
Any progress toward recruiting an ESOL teacher for the 8th grade ICOT classroom?	HCI is aware of the positions needed.

Item	Resolution
Any progress toward recruiting the additional Spanish teacher?	Position was filled by Mr. Castillo.
Please provide the directives from the Central Office as to the character and direction of our current Reading Intervention program, including eligibility criteria, model (push-in), the number of students to be served, and how these were established and approved, along with any pertinent grant language or documentation, <u>in writing.</u>	See above "Reading Intervention Proposal Program"
Proposal: Directed Reading Intervention Program. Proposal, Academic Justification, and Legal Justification (Solt) Do you support the following Targeted Reading Intervention Program for Andr School proposed for School Based Planning Team? 11 responses 	See above "Reading Intervention Proposal Program"
Provide complete documentation for any grant-funded reading intervention at Andrew Langston Middle School and include contact information for the grantor. This documentation will be used to align proposals for the Directed Reading Intervention Program with grant funding language.	See above "Reading Intervention Proposal Program"
Proposal: Optimizing Instructional Time by Integrating I-Ready into Crew To maximize instructional time in Math and English,	RTA: Yes ASAR: Yes BENTE: Yes RAP: No in attendance **Sunset Clause**: Teachers will allow

Item	Resolution
we propose dedicating two days per week in Crew to I-Ready Reading and I-Ready Math. This approach will help address the challenge our Math and English teachers face in maintaining the district's aggressive pacing schedule due to frequent disruptions, including **CFAs, whole school assemblies, fire drills, town hall meetings, half-days, special guest speakers**, and other unforeseen events. Currently, Math and English teachers are required to allocate 30 minutes each week for I-Ready Math (or IXL for Algebra I) and I-Ready Reading per student. Meeting this requirement during normal class reduces the time available for core instruction, adding to the challenge of keeping up with the already challenging pacing guide. Since the EL Crew curriculum typically provides three structured lessons each week, Crew teachers could utilize the remaining two days to conduct I-Ready sessions. This adjustment would ensure that students meet their weekly I-Ready goals while preserving valuable instructional time in Math and English classrooms.	students to use IReady during crew on the first day of the week during crew for 30 minutes. SBPT will revisit the item once the Winter IReady reading diagnostic is complete(the week of January 13), then decide whether the school will continue with the proposal(February SBPT).
MBK Mental Health Conference - Friday, December 6th Half Day	ASAR: Yes BENTE: Yes RTA: Yes RAP: Not in attendance
Day Of Kindness - Thursday, December 19th	ASAR: Yes BENTE: Yes RTA: Yes RAP: Not in attendance
Honor Roll Breakfast Celebration - Thursday, December 19th	ASAR: Yes BENTE: Yes RTA: Yes RAP: Not in attendance
Mock Trial Program begins Wednesday, January 22nd	15-20 students(Must have good attendance and be on the honor roll). One Wednesday per month a speaker will come in to talk with the

Item	Resolution
	group(lawyers and judges) about the law. **Field trips**: A day to see a trial and juror selection. Applications to be completed by students who are interested in the program. ASAR: Yes BENTE: Yes RTA: Yes RAP: Not in attendance
Underground Spirit Week	Stacey Yazo and Hannah Flansburg will take the lead on the "Underground Spirit Week" Teachers: week of 12/9-12/13 Students: week of 12/16-12/20 ASAR: Yes BENTE: Yes RTA: Yes RAP: Not in attendance

Approved by School Based Planning Team Committee Members:

Andrew Langston Middle School: Directed Reading Intervention Program Proposal 2024-2025

Proposed Program Overview:

The **Directed Reading Intervention Program** at Andrew Langston Middle School is designed to address the critical reading deficits of students who are reading three or more grade levels below their current grade. By using evidence-based interventions, this program will provide struggling readers with the tools and support they need to improve their reading skills and overall academic performance.

Goals

1. **Increase Reading Proficiency**: Move students closer to grade-level reading within one academic year.
2. **Improve Academic Outcomes**: Support students in accessing content across all subjects, which heavily rely on reading skills.
3. **Develop Independent Reading Strategies**: Equip students with phonics, vocabulary, and comprehension skills to become independent readers.

Program Components

1. **Curriculum**
   - **Lexia PowerUp <u>or</u> equivalent reading program such as I-Ready**: This district-endorsed program targets students in grades 6–8 who are reading significantly below grade level. It focuses on:
     - Word Study: Phonics, spelling, and grammar
     - Comprehension: Close reading of complex texts
     - Vocabulary: Building academic and high-frequency vocabulary
   - **Alternative/Additional Phonics-Based Programs**: For students who may need more individualized interventions, an appropriate phonics-based reading program could be used as supplemental or alternative based on the Reading Teacher's discretion, providing additional multisensory phonics instruction.
2. **Instructional Model**

- ○ **Small Group Pull-Out Sessions**: Students will participate in directed reading instruction outside of their regular classes (e.g., Health, FACS, Technology, and possibly Spanish).
  - ■ Each group will have no more than 16 students, ensuring personalized instruction and access to Chromebooks for the digital components of Lexia PowerUp.
- ○ **Instruction Time**: Sessions will be scheduled for 2 to 3 days per week, each lasting between 45 and 50 minutes, depending on students' schedules and course requirements.
- ○ **Blended Learning Approach**: Students will engage in a combination of:
  - ■ **Direct instruction** with the reading teacher for skills like decoding, fluency, and comprehension.
  - ■ **Independent digital work** through Lexia PowerUp or other programs to reinforce learning and track progress.
- ○ **Differentiated Instruction**: The teacher will modify lessons based on students' diagnostic data, providing customized support based on each student's specific areas of need (phonics, fluency, comprehension).

Student Selection Process

1. **Identification of Students**
   - ○ Data from the **iReady Diagnostic Reading Assessment** will be the primary tool for identifying students reading three or more grade levels below their current placement.
   - ○ Additional input from **teacher recommendations**, **classroom performance**, and **previous intervention outcomes** will be considered to ensure proper placement.
2. **Parent Communication**
   - ○ Parents will receive an overview of the program, along with their child's current reading data, and be informed about the need for their child to participate in pull-out sessions. Parent consent will be obtained before any changes to their child's schedule.

Classroom Structure and Technology

1. **Class Size**
   Each intervention group will consist of a maximum of 16 students to ensure personalized instruction and sufficient access to technology (Chromebooks for

Lexia PowerUp). Smaller class sizes also allow for more directed interventions based on individual progress.

2. **Technology Use**
Students will work with **Chromebooks** to access Lexia PowerUp and other digital reading resources. The program is designed to track student progress and adapt lessons based on performance. Teachers will monitor online progress regularly and adjust instruction as needed.

Assessment and Progress Monitoring

1. **Initial Diagnostic Assessment**
Every student will take the **iReady Diagnostic** or an equivalent pre-assessment at the start of the program to establish their current reading level and pinpoint areas for directed instruction.

2. **Ongoing Progress Monitoring**
   - **Weekly Lexia Data Reports**: The reading teacher will monitor student progress weekly using Lexia PowerUp's built-in reporting tools, which provide real-time insights into student performance.
   - **Monthly Reading Assessments**: In addition to Lexia data, students will take periodic reading fluency and comprehension tests to assess their growth and make instructional adjustments.

3. **Intervention Exit Criteria**
   - Students will be considered for **program exit** when they reach grade-level reading proficiency as indicated by post-intervention assessments, classroom performance, and teacher evaluations.
   - A meeting with parents and core teachers will occur to discuss next steps, such as transitioning back to full participation in elective classes.

This Directed Reading Intervention Program is designed to meet the needs of Andrew Langston Middle School's most struggling readers, providing the intensive support they require to succeed academically. By implementing structured, data-driven interventions, we aim to significantly improve reading outcomes for all participants.

ALMS Directed Reading Intervention Program: Academic Justification:

Reading is critical to academic success across all content areas, not just English Language Arts (ELA). Research shows that by middle school, reading proficiency is a strong predictor of performance in subjects like science, social studies, and even mathematics (Shanahan & Shanahan, 2008). In secondary education, where over 85% of content is delivered through reading, struggling readers are at a **disproportionate disadvantage** across all subjects (Biancarosa & Snow, 2004). A broad intervention helps more students close this gap, ensuring they have the **foundational literacy skills necessary to access the curriculum** in all subject areas, improving their overall academic trajectory.

[Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard educational review*, *78*(1), 40-59.]

[Biancarosa, G., & Snow, C. E. (2004). Reading next: A vision for action and research in middle and high school literacy: A report from Carnegie Corporation of New York. Alliance for Excellent Education.]

Widespread underperformance in reading is not just an academic issue but a **social equity concern**. In schools where large numbers of students are reading several grade levels below, limiting interventions to only those with the "best chance for success" risks perpetuating cycles of failure and underachievement. When a majority of students are struggling with reading, intervening only for a select few leaves the broader student population behind, **exacerbating achievement gaps** (Torgesen, 2002). Schools that **target interventions broadly** are more likely to reduce **school-wide literacy gaps** and promote a culture of improvement, lifting the academic performance of the whole school (Biancarosa & Snow, 2004).

[Torgesen, J. K. (2002). The prevention of reading difficulties. *Journal of School Psychology*, 40(1), 7–26.]

Biancarosa, G., & Snow, C. E. (2004). *Reading next: A vision for action and research in middle and high school literacy: A report from Carnegie Corporation of New York*. Alliance for Excellent Education.

Research consistently shows that students who fail to achieve reading proficiency by the end of elementary school are at a higher risk for **academic failure, drop-out, and lower life outcomes** (Hernandez, 2011). Early literacy interventions are not always sufficient; middle school remains a **critical period** for intervention because students who continue to struggle with reading at this stage are often on the path to disengagement and eventual dropout. By going wide and addressing reading deficits **early and comprehensively**, we can prevent many students from falling into this downward spiral. A more inclusive program can capture students who might not otherwise qualify for limited interventions but who **still need significant support** to avoid future academic failure.

[Hernandez, D. J. (2011). Double jeopardy: How third-grade reading skills and poverty influence high school graduation. *Annie E. Casey Foundation*.]

Response to Intervention (RTI) models advocate for a broad-based approach, particularly in the middle school years when many students continue to struggle. RTI emphasizes early identification and intervention for a **wide range of students** who show risk factors, not just those with extreme deficits or those deemed most likely to succeed (Fuchs & Fuchs, 2006). Tiered intervention models recommend providing **directed, high-quality interventions for all students in need** before intensifying supports for a smaller number. This approach aligns with providing reading interventions to the broad group of students reading three or more grade levels behind rather than focusing on a narrow subgroup.

[Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it?. *Reading research quarterly*, *41*(1), 93-99.]

Students, especially in middle school, are undergoing significant **cognitive development**. Studies show that with the right interventions, **even older students can make significant gains** in reading comprehension, fluency, and vocabulary acquisition (Vaughn et al., 2012). These gains, however, are most likely to occur when interventions are delivered to a **broad group**, giving more students the opportunity to benefit from structured, evidence-based practices. **Phonics-based interventions** like Lexia PowerUp are particularly effective for students who have large gaps in foundational reading skills. Research by Ehri et al. (2001) demonstrated that phonics-based programs improve reading outcomes not only for early readers but also for older students who have persistent deficits. Applying these interventions widely ensures that students don't fall through the cracks and allows even those with low starting points to make measurable progress.

[Vaughn, S., Wanzek, J., Murray, C. S., & Roberts, G. (2012). Intensive Interventions for Students Struggling in Reading and Mathematics. A Practice Guide. *Center on Instruction*.]
[Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. *Review of educational research*, *71*(3), 393-447.]

A school culture that embraces **broad-based literacy interventions** creates a more equitable and supportive learning environment. When many students are struggling with reading, targeting a select few can create a **divide** between those who receive help and those who do not, fostering **stigma and disengagement** for students who are left behind. A wide intervention approach normalizes the need for extra support and creates a culture where **reading improvement is a shared goal** for all students, not just the most at-risk (Hattie, 2008).

[Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.]

Reading difficulties are often exacerbated for students from **low-income backgrounds**, **students of color**, and **English Language Learners** (ELLs), many of whom disproportionately experience significant reading delays (August & Shanahan, 2017). Limiting intervention to just a few would risk overlooking these populations, many of whom have not historically received adequate academic support. **A wide-reaching program** ensures that **all struggling readers**, including those from traditionally marginalized groups, have access to the tools they need to succeed. This approach is especially critical in addressing **long-standing achievement gaps** and promoting greater equity in education.

[August, D., & Shanahan, T. (2017). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Routledge.]

Research on educational interventions demonstrates that **early and widespread intervention** is more cost-effective in the long term than remedial programs aimed at high schoolers or adults (Heckman, 2006). Addressing reading deficits in middle school through a broad intervention can **reduce the need for more intensive and costly interventions** later on, such as special education services, credit recovery programs, or alternative schooling. Furthermore, the social costs associated with low literacy, including unemployment and increased incarceration rates, are reduced when students receive the support they need earlier in their academic careers (Lynch, 2007).

[Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, *312*(5782), 1900-1902.]

[Lynch, R. G. (2007). *Enriching children, enriching the nation: Public investment in high-quality prekindergarten*. Economic Policy Institute.]

It has been reported that the current Reading Intervention program at Andrew Langston Middle School is focusing on students who are one or two grade levels behind their current grade level.

Any reading intervention program that excludes students reading three or more grade levels below their peers risks inadvertently discriminating against students based on disability, race or ESOL status. Therefore, any reading intervention program at Andrew Langston Middle School must include students who are significantly behind in reading to ensure equity and compliance with legal protections.

1. Discrimination Against Students with Disabilities

Under **Section 504 of the Rehabilitation Act of 1973** and **the Individuals with Disabilities Education Act (IDEA)**, schools must ensure that students with disabilities receive appropriate services and are not excluded from educational programs based on their disability. Limiting reading interventions to a small subset of students effectively excludes students with more severe reading disabilities (those three or more grade levels below). This constitutes **discriminatory denial of services** under these laws.

- **Systemic Failures and Legal Mandates**: The Consent Decree related to **N.N. v. RCSD** highlighted systemic failures within RCSD's special education services, particularly around the proper identification, evaluation, and support for students with disabilities(NN_v_RCSD_-_Consent_Dec…). A failure to provide necessary reading interventions for all students who need it, including those with more severe learning disabilities, would violate these students' rights to a **free appropriate public education (FAPE)** as mandated by IDEA.
- **Child Find Requirements**: The **Child Find** provisions in IDEA require that schools identify, locate, and evaluate all children who may need special education services, regardless of the severity of their disability(NN_v_RCSD_-_Consent_Dec…). Limiting the reading program to less severe cases undermines this obligation by potentially neglecting those students who need the most intensive interventions.

2. Disproportionate Impact on Students of Color

Limiting the reading program may also disproportionately affect **students of color**, particularly in an urban school district like RCSD, where students of color are often overrepresented in lower-performing categories and underrepresented in enrichment programs. This would constitute a **violation of Title VI of the Civil Rights Act of 1964**, which prohibits discrimination on the basis of race, color, or national origin in programs receiving federal financial assistance.

- **Achievement Gap and Racial Disparities**: Historically, students of color, particularly **Black and Hispanic students**, are more likely to be several grade levels behind in reading. By failing to offer broad reading interventions that include students reading three or more grade levels below, the school may be **exacerbating racial disparities** in academic achievement. This disproportionate exclusion could be considered a **discriminatory effect**, even if the program's stated intent is not to discriminate.
- **Lau v. Nichols**: The precedent set in **Lau v. Nichols, 414 U.S. 563 (1974)**, reinforces that a lack of appropriate instruction can constitute a violation of the **Civil Rights Act of 1964**. In that case, the **Supreme Court** ruled that failing to provide supplemental language instruction for students with limited English proficiency constituted discrimination based on national origin, as it effectively denied them meaningful access to education. Similarly, limiting reading interventions for students behind in literacy disproportionately affects students of color and may violate Title VI's nondiscrimination provisions.
- **Consent Decree Obligations**: The **N.N. v. RCSD Consent Decree** further requires that the district address disparities in the provision of services to students with disabilities, many of whom are also students of color(NN_v_RCSD_-_Consent_Dec…). The decree identifies the need to ensure equitable access to services, including interventions that close the academic achievement gap, particularly for minority students.

3. Violation of Multi-Tiered Systems of Support (MTSS) Requirements

MTSS (Multi-Tiered Systems of Support) is a legally supported framework for providing differentiated academic interventions, including reading supports. Students with disabilities are entitled to access all tiers of MTSS, from general education supports to intensive individualized interventions, as part of their right to FAPE.

- **Wide Access to Tiered Interventions**: Limiting the reading program only to certain students violates the spirit of MTSS, which is meant to provide **tiered interventions based on need**, not on arbitrary cutoffs like "two grade levels behind." Students reading three or more grade levels below are precisely those who require Tier 3 interventions, the most intensive level of support.
- **Systemic Changes Mandated by the Consent Decree**: The Consent Decree mandates RCSD to provide equitable access to appropriate programs and services across all tiers of support(NN_v_RCSD_-_Consent_Dec…). Restricting intensive reading interventions only to certain students would violate these legal obligations and the district's commitment to reform its special education services under the decree.

4. Potential Legal Consequences

The **N.N. v. RCSD Consent Decree** stipulates legal and administrative remedies for failure to meet its terms, including **external oversight** and potential financial penalties(NN_v_RCSD_-_Consent_Dec…). By limiting reading interventions in a way that discriminates against students with disabilities and students of color, the district risks violating

the decree's requirements. Additionally, **class action suits** or complaints filed under **Section 504**, **Title VI**, or precedent set in **Lau v. Nichols** could lead to further litigation and oversight.

Limiting the proposed reading intervention program would disproportionately affect **students with disabilities** and **students of color**, thus violating their legal rights under **IDEA**, **Section 504**, **Title VI**, and the district's **Consent Decree**. To comply with federal law and the district's legal obligations under the Consent Decree, RCSD must ensure that the program is inclusive of all students who are struggling with reading, particularly those three or more grade levels behind, and provide equitable access to the **MTSS framework** for all students in need of intervention.

Do you support the following Targeted Reading Intervention Program for Andrew Langston Middle School proposed for School Based Planning Team?

11 responses

- Yes, I support this targeted reading intervention plan that will expand the number of students served in small pull-out groups?
- No. We should keep our current reading intervention plan.

90.9%
9.1%

How would you generally rate the behaviors of students in your classrooms?

12 responses

- Poor/Unacceptable: (Several disruptive behaviors occur each class period, re…
- Needs Improvement: (Frequent inappropriate behaviors disrupt instruc…
- Satisfactory: (Occasional misbehaviors occur but can be quickly managed wit…
- Good: (Few, if any, disruptive behaviors occur. Minor issues are quickly correct…
- Excellent: (There are no unexpected o…
- Both unacceptable and needs improv…

25%
8.3%
8.3%
58.3%