

Minnesota Principals Academy – Action Learning Project

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High Quality Classroom Environment

Abstract

Over the course of 5 years, reading scores at Southgate Elementary have been continuously decreasing. We have a reading intervention program with 2 FTEs that we receive through ADSIS and Title 1 funds in an attempt to address the needs of students who fall into a Tier 2 need in the content of reading. For the Action Learning Project, we implemented a consistent, phonics-based intervention with the use of Press.

Vision:

The success of the project will provide multiple measures of evaluations to inform continuous improvement of our Tier 2 reading intervention.

Background and Context:

At the start of my tenure at Southgate in the 2021-2022 school year we had 2 Reading Intervention teachers. Data was showing that the intervention program was meeting with mixed success. One teacher has been there for ten years, the other was in year one. During the first year the two teachers were using curriculum that they chose themselves. One teacher followed a whole-reading model, the other was strictly phonics based.

Rationale for Program/Change:

The rationale was that in order for us to evaluate our intervention program we first needed to have a consistent method of intervention delivery. Data showed students in Tier 2 intervention were making wide ranges of progression in their reading ability. Given much of the research and publicity around the “Science of Reading” we saw this as an opportunity to try it at the micro level.

What We Did:

2021-2022

- Collected data and information about the 2 different methods of intervention delivery.
- Explore different delivery models for Tier 2 intervention.

2022-2023

- Decided on a phonics based delivery model (Press)
- Collected data on the progress of students

What We Found Out:

After looking at year 1 data, we can see that as the year went on there is evidence of accelerated growth specifically with 2nd and 3rd graders over the course of the 2022-2023 school year.

Implications:

After the first year of consistent phonics instruction, there appears to be some evidence from the data that shows growth that accelerates as the year goes on and surpasses the growth levels of grade level peers. This certainly warrants continuing this delivery model of intervention. I also believe that this shows that explicit phonics instruction is an important part of all Tiers of reading instruction and may impact scheduling and professional development planning.