

# FY2024 Buncombe County Isaac Coleman Grant Report

<b>Organization Name:</b>	Read To Succeed	
<b>Project Name:</b>	Culturally-Responsive Community Literacy Support (CRCLS)	
<b>Reporting Quarter:</b> (Check one)	<input type="checkbox"/>	Quarter 1 (July 1, 2023 - September 30, 2023)
	<input type="checkbox"/>	Quarter 2 (October 1, 2023 - December 31, 2023)
	<input checked="" type="checkbox"/>	Quarter 3 (January 1, 2024 - March 31, 2024)
	<input type="checkbox"/>	Quarter 4 (April 1, 2024 - June 30, 2024)

## Narrative summary of grant related activities

Please provide a brief summary (no more than 1500 characters). You may attach supplemental documents if needed.

<b>Quarter 1</b>	<p>Certified teachers (6), trained tutors (3), and R2S staff (3) continued summer support three days/week for 75+ PreK-5th grade students at Chosen PODS Summer Camp through mid-August. We finalized data collection in July to help identify student needs and inform lesson plans.</p> <p>R2S literacy support ranged from whole group to small group lessons - all focusing on strengthening foundational reading skills, including phonological awareness, phonics, vocabulary, fluency, and comprehension.</p> <p>R2S collaborated with Chosen PODS staff and introduced a structured Positive Behavior Incentive System (PBIS) in which students accumulated stars toward earned rewards, including ice cream sundaes in July and a trail mix bar in August.</p> <p>Guest reader Ms. Ann of Books Alive! and local storyteller Olympia Garrett joined students six times across July and August, engaging students in read-alouds of rich Black children's literature like "Anansi the Spider," with accompanying songs and activities.</p> <p>R2S joined Chosen PODS and Claxton Elementary in throwing a huge back-to-school bash in August at the Arthur R. Edington Center; over 100 families enjoyed dinner, carnival games, a bookmark-making station, free Black children's books, a backpack giveaway, music, and more!</p> <p>R2S Co-Executive Directors Ashley Allen and Jess McLean presented a business proposal to Chosen PODS leadership in September, laying out a vision for deeper partnership and additional staff to grow the After-School and Summer Camp in the coming years.</p>
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<p><b>Quarter 2</b></p>	<p>Since late October, certified teachers (4), trained tutors (3), and R2S staff (5) supported 90 K-5 students in the Chosen PODS after-school program at the Arthur R. Edington Center. Teachers and tutors pull small groups of 3 - 5 students Monday through Wednesday for ~ 30 min. per reading group. From practicing letter-sound recognition to reading decodable texts to playing games exploring vocabulary and comprehension, reading groups all focus on foundational literacy skill development in a fun and engaging atmosphere.</p> <p>We streamlined coordinating duties in December and onboarded a site lead in the process of attaining teaching licensure. This site lead manages instructor/student schedules, distributes resources, provides instructor coaching and support, and manages communication between R2S and Chosen PODS, as well as provides direct instruction to student small groups.</p> <p>R2S joined Chosen PODS for three HUGE engagements in Q2 including Trunk-or-Treat in October, the 2nd Annual R2S Community Holiday Extravaganza in December, and an After-School visit with students by New York Times bestselling Black children’s book author Derrick Barnes. The first two events featured carnival games, literacy activities, face painting, read-alouds, performances, hot cocoa, and more. The author visit engaged K-5 students with Derrick Barnes, who shared his journey to becoming a children’s book author and read two of his latest books. All students received copies plus additional reading activities for Winter Break!</p>
<p><b>Quarter 3</b></p>	<p>Since January, certified teachers (5), trained tutors (3), and R2S staff (5) served more than 300 combined hours supporting 90+ K-5 students in the Chosen PODS after-school program at the Arthur R. Edington Center.</p> <p>Teachers and tutors pull small groups of 3 - 5 students Monday through Wednesday for ~ 30 min. per reading group, focusing on foundational literacy skill development in a fun and engaging atmosphere.</p> <p>R2S was able to attain data for 24 students attending Chosen PODS who receive tutoring support. The following percentages indicate growth in each category of the mClass assessment.</p> <p>Letter Naming (LNF): 75.00% of students assessed for LNF demonstrated growth  Phonemic Awareness (PSF): 83.33% of students assessed for PSF demonstrated growth  Nonsense Word Fluency-Letter Sounds (NWF-CLS): 82.35% of students assessed for NWF-CLS demonstrated growth  Nonsense Word Fluency-Decoding (NWF-WRC): 70.59% of students assessed for NWF-WRC demonstrated growth  Basic Comprehension (MAZE): 50% of students assessed for MAZE demonstrated growth  Oral Reading Fluency (ORF): 100% of students assessed for ORF demonstrated growth</p> <p>R2S Co-Executive Directors Ashley Allen and Jess McLean led a hiring process for a new R2S/Chosen PODS Academic Director in Feb/Mar in partnership with Chosen PODS leadership Shaunda Jackson and Misty Beck.</p> <p>R2S also distributed monthly family reading newsletters to Chosen PODS families Jan - Mar, and delivered curated Spring Break Book Bundles to be shared with students the first week of April.</p>

<b>Quarter 4</b>	
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	0	Quarter 2 (October 1, 2023 - December 31, 2023)
	X	Quarter 3 (January 1, 2024 - March 31, 2024)
	0	Quarter 4 (April 1, 2024 - June 30, 2024)

## Progress toward annual goals

Measure	Annual Goal	Actual Results (Enter Data)				toward
		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
# of reading teachers and tutors supporting small group and one-to-one instruction to K-5 students in Chosen PODS	10	12	6	1		19
% of K-2 students involved in tutoring who demonstrate growth in MClass Letter Naming, Phonemic Awareness, and Nonsense Word Fluency	50%	N/A*	N/A*	75%		75%
% of 3-5 grade students involved in tutoring who demonstrate growth in MClass MAZE category	50%	N/A*	N/A*	50%		50%
% of K-5 students who report increased motivation/confidence with reading throughout the school year	50%	N/A*	N/A**	80%		80%
# of literacy-based enrichment experiences offered for Chosen PODS students/families	6	2	3	0		5

### Comments:

NOTE: R2S was able to attain mClass data for 24 students attending Chosen PODS who receive tutoring support. The following percentages indicate growth in each category of the mClass assessment.

- Letter Naming (LNF): 75.00% of students assessed for LNF demonstrated growth
- Phonemic Awareness (PSF): 83.33% of students assessed for PSF demonstrated growth
- Nonsense Word Fluency-Letter Sounds (NWF-CLS): 82.35% of students assessed for NWF-CLS demonstrated growth
- Nonsense Word Fluency-Decoding (NWF-WRC): 70.59% of students assessed for NWF-WRC demonstrated growth
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## Report of use of funds to date and any budget considerations

Spending Category	Budget	Total Spending (Enter Data)				Remaining
		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Personnel - reading teachers	\$ 42,700	\$ 15,198	\$ 5,993	\$ 12,173		\$ 9,338
Personnel - R2S staff	\$ 41,500	\$ 6,331	\$ 7,519	\$ 12,530		\$ 15,120
Supplies/Materials	\$ 2,500	\$ 1,659	\$ 470	\$ 371		\$ (0)
Event/Enrichment Program expenses	\$ 10,500	\$ 71	\$ 2,429	\$ 1,984		\$ 6,016
Food/Meals	\$ 9,800	\$ 1,798	\$ 1,979	\$ 1,524		\$ 4,499
<b>Total</b>	<b>\$ 107,000</b>	<b>\$ 25,057</b>	<b>\$ 18,390</b>	<b>\$ 28,581</b>	<b>\$ -</b>	<b>\$ 34,973</b>

**Comments:**

# FY2024 Q2 Isaac Coleman Grant Report

Jan 1 - Mar 31, 2024

## Summary (1500 characters)

Since January, certified teachers (5), trained tutors (3), and R2S staff (5) served more than 300 combined hours supporting 90+ K-5 students in the Chosen PODS after-school program at the Arthur R. Edington Center.

Teachers and tutors pull small groups of 3 - 5 students Monday through Wednesday for ~ 30 min. per reading group, focusing on foundational literacy skill development in a fun and engaging atmosphere.

R2S was able to attain data for 24 students attending Chosen PODS who receive tutoring support. The following percentages indicate growth in each category of the mClass assessment.

- Letter Naming (LNF): 75.00% of students assessed for LNF demonstrated growth
- Phonemic Awareness (PSF): 83.33% of students assessed for PSF demonstrated growth
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- Basic Comprehension (MAZE): 50% of students assessed for MAZE demonstrated growth
- Oral Reading Fluency (ORF): 100% of students assessed for ORF demonstrated growth

R2S Co-Executive Directors Ashley Allen and Jess McLean led a hiring process for a new R2S/Chosen PODS Academic Director in Feb/Mar in partnership with Chosen PODS leadership Shaunda Jackson and Misty Beck.

R2S also distributed monthly family reading newsletters to Chosen PODS families Jan - Mar, and delivered curated Spring Break Book Bundles to be shared with students the first week of April.

## In-Depth Narrative

## Teaching, Tutoring, and Data

Since January, certified teachers (5), trained tutors (3), and R2S staff (5) supported 90+ K-5 students in the Chosen PODS after-school program at the Arthur R. Edington Center.

Teachers and tutors pull small groups of 3 - 5 students Monday through Wednesday for ~ 30 min. per reading group. From practicing letter-sound recognition to reading decodable texts, helping with homework, and playing games exploring vocabulary and comprehension, reading groups all focus on foundational literacy skill development in a fun and engaging atmosphere.

Despite many weather interruptions in January, approximately 300 total hours were spent working with Chosen PODS students in Q3.

R2S was able to attain data for 24 students attending Chosen PODS who receive tutoring support. The following percentages indicate growth in each category of the mClass assessment.

- Letter Naming (LNF): 75.00% of students assessed for LNF demonstrated growth
- Phonemic Awareness (PSF): 83.33% of students assessed for PSF demonstrated growth
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For 3-5th grade students, MAZE demonstrates a student's ability to fill-in-the-blank with the correct word from a multiple-choice list. This measure assesses students' vocabulary but also requires comprehension, fluency (as MAZE is a timed measure), and mastery of syntax and grammar. For MAZE to grow, students must first have a solid grasp of the skills listed above, most importantly comprehension. With this in mind, R2S determined it was integral to our understanding of student growth and ability to look at ORF growth. ORF- Oral Reading Fluency- measures comprehension and fluency and must be mastered to provide a solid foundation from which MAZE can develop. We were thrilled to discover that ALL students showed growth in ORF, which will undoubtedly pave the way for MAZE proficiency.

R2S' new Chosen PODS site lead Tyler Wescott got into the groove in January, managing instructor/student schedules, distributing resources, and streamlining communication between

R2S and Chosen PODS. The entire team of 13 met in late March to share lunch, review MOY data, and access resources and lesson planning support.

R2S reading instructors and tutors shared comments on their monthly reports in Jan, Feb, and Mar:

- *"I continue to work on phonics, short and long vowels, understanding the rules for the spelling patterns, reading and writing the correct spelling words in Cloze sentences with the two boys. I worked on a Cloze reading passage with Ki'mani."*
- *"Harlem and Royal'te worked very hard in group today and got a lot done!"*
- *"All the kids were very motivated during the reading fluency drills we did this week. They are so competitive-even against themselves! I'm happy to see them working to improve."*
- *"My 2nd grade boys responded well to some firm reminders about expectations and we had a really productive lesson."*
- *"Nyla and Kimiyah worked really hard with their blends worksheet and really worked on sounding everything out."*
- *"Christian is being a great role model for the group. My acknowledgement of his example seems to be a great reinforcement!"*
- *"One of my groups have improved drastically with their reading; we will start mixing in some reading comprehension soon."*
- *"Two of my groups earned their "Star Awards" this week. They were so excited! One of the boys said, " Oh my God! We did it!"*
- *"I think building trust with Cassidy and Si'Quaris was the shining moment for us when Angie delivered the Starbucks strawberry Frappachino. The boys had been working hard with me for a few months, and when they saw that we kept our word. They were surprised and happy."*
- *"JoJo's been working on reading out loud and reading comprehension with that. He's showing that he is comfortable with familiar words and struggles with new or multisyllabic words. He's getting more comfortable asking for help though."*
- *"Jayceion read a difficult passage fluently- he self-corrected, remembered to voice the /b/ and recognized "of" (we've been working on for a few weeks). He noticed the passage was hard, but stated he knew he could do it anyway and he earned his first reward- a pikachu stuffie."*

## Chosen PODS Student Feedback

The R2S reading team surveyed students in March to capture qualitative feedback on their experience working with their reading group and their feelings about whether they felt more motivated and confident as a reader as the year went along.

Younger students completed a survey featuring an Likert-based scale of emojis with a written section to highlight additional thoughts; older students had the option to complete the Emoji survey or a writing response-based one.



A total of 44 K-5 students completed the survey; on average, 79.5% of students reported feeling better about reading at this point in the year versus the start of the school year. Over half of all the students who completed surveys circled the following words in a word bank when prompted with, "Circle all the words that describe how you feel about reading?": Proud, Happy, Confident, Motivated, Excited, Successful, Cool.

Written student feedback about their favorite part of working with an R2S reading teacher or tutor includes:

- "We used to play 'Play on Words' and I would always win. I feel happy and proud about reading & learning."
- "Reading with partners (taking turns reading)."
- "We get prizes and we do something fun every week!"
- "[my tutor] makes me and Na'vee work so hard and he makes people laugh and work hard."
- "Having somebody that I know will support me when I read and will help me."
- "I earn rewards for my good work!"
- "Good because Toshia helps me!"

## PBIS, Hiring, & Training

We continued the Positive Behavioral Interventions and Supports (PBIS) system with small groups earning stars toward a shared reward. Students get to request rewards and receive treats, including new books, bubble tea, and treasure box items (slime, blocks, activity books, etc.)

4 R2S teachers serving at Chosen PODS participated in R2S' new tutoring training (optional for them) in January for a refresher on the fundamentals of supporting early literacy as well as to learn more culturally-responsive practices that align with R2S' mission of helping to close the opportunity gap. 2 R2S paid tutors received one-to-one literacy training from R2S Co-Executive Director Ashley Allen too.

R2S Co-Executive Directors Ashley Allen and Jess McLean led a hiring process for a new R2S/Chosen PODS Academic Director in Feb/Mar in partnership with Chosen PODS leadership Shaunda Jackson and Misty Beck. After multiple applicants and two rounds of interviews, R2S hired Tashni Chamberlain to serve as the Academic Director for Chosen PODS, overseeing the partnership between R2S and Chosen PODS and taking over the responsibilities of setting up academic schedules, sourcing enrichment activities, training staff, coordinating teachers and tutors, etc.

The entire team of 13 plus the new Academic Director supporting Chosen PODS met at the end of March to enjoy lunch together, look at middle-of-year data, review important reminders for teachers/tutors, pick up resources, and receive coaching/support around lesson planning for their groups.

## Student Enrichment and Resources

R2S delivered family reading newsletters to Chosen PODS families each month; newsletters feature a recommended Black children's book with QR code linking to a live read-aloud; an age-appropriate literacy activity, announcements about upcoming events, and important reminders and ideas for families to promote literacy at home. We also assembled more than 70 Spring Break Book Bundles to be delivered the first week in April; book bundles include *Like Lava In My Veins* by Derrick Barnes with a custom comprehension guide, additional books, a small toy, and additional resources.