

GUIDED READING FOR ALL STUDENTS

CAMPUS

James L. Carson
Elementary School
Exemplary 2005-06

DISTRICT

Northside ISD

INITIAL IMPLEMENTATION

2004-05

PROGRAM SUMMARY

The **goal** of Carson Elementary’s program is to improve student performance in reading, especially for special education students.

Key strategies include a campus-wide book study and staff development in guided reading, mandatory school-wide reading periods, and use of leveled and interdisciplinary texts.

Outcomes include increases in the percentage of students passing reading TAKS, including special education students.

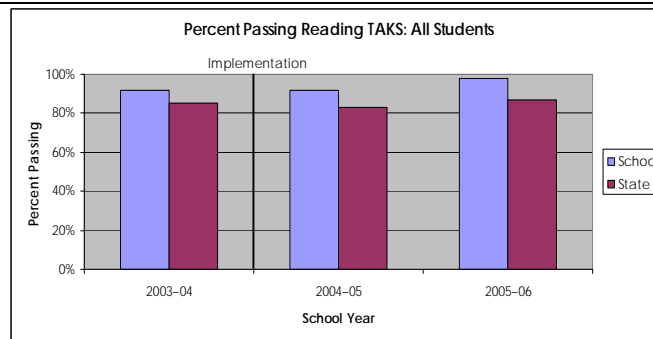
EFFECTIVENESS

Before

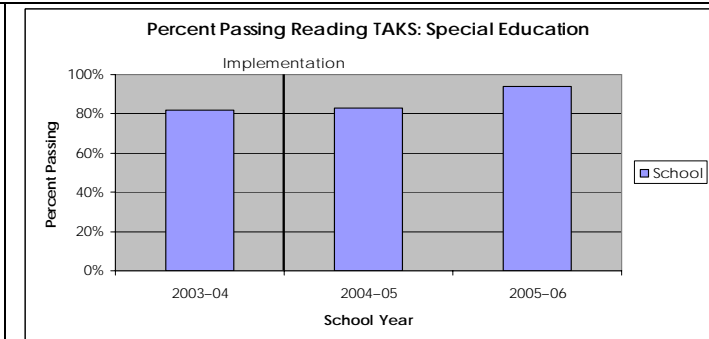
Prior to program implementation, in 2003-04, reading performance for all students was 92%, passing compared to the state average* of 85%. Reading TAKS performance for special education students was just above 80% passing.

After

After implementation, the percentage of students passing reading TAKS increased. In 2005-06, the percentage of all students passing reading TAKS was 98%, compared to the state average of 87%. The percentage of special education students passing reading TAKS was 94%.



Source: AEIS



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* State averages reflect student performance in all grades tested (3-11).

CONTEXT/IMPLEMENTATION

Demographics (2005-06)

Grade Levels Served	EE-5	Campus Enrollment	632
Ethnic Distribution		Economically Disadvantaged	166 26.3%
African American	46 7.3%	Limited English Proficient (LEP)	11 1.7%
Hispanic	329 52.1%	At-risk	102 16.1%
White	225 35.6%	Mobility (2004-05)	102 15.7%
Asian/Pacific Islander	24 3.8%		
Native American	8 1.3%		

Source: AEIS

Background

- A district inclusion program placed more special needs students in general education classrooms.
- The district also mandated implementation of a differentiated instruction model at all campuses.

Procedures

- Administrators and instructional staff participated in a campus-wide book study on guided reading.
- Teachers attended staff development on guided reading delivered by district reading specialists.
- The campus implemented school-wide guided reading and small group instruction during “Morning Round-Up” time from 8:00-8:30 each morning.
- During this 30-minute block, students in grades 2-5 were grouped based on reading level and instructional need. Administrators, specialists, instructional assistants, and teachers worked with small groups of students using the guided reading process.
- Guided reading was also implemented in the reading/language arts block in the classroom.
- Reading/language arts teachers used nonfiction texts in instruction as a means of integrating science and social studies into the reading block.
- Leveled texts, both fiction and nonfiction, were purchased with instructional monies for grade-level use.

	<ul style="list-style-type: none"> • Sets of books were “bagged” by reading level and placed in a central location in the building for use by teachers. • Implementation was monitored by administrators through lesson plan review, walk-throughs, and formal teacher observations. 		
	<p>CAMPUS/DISTRICT STAFF</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Vickie Tschirhart, Principal Carson Elementary School Northside ISD 8151 Old Tezel San Antonio, TX 78250 210-397-1100</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Dr. John Folks, Superintendent Northside ISD 5900 Evers Road San Antonio, TX 78238 210-397-8770</p> </td> </tr> </table>	<p>Vickie Tschirhart, Principal Carson Elementary School Northside ISD 8151 Old Tezel San Antonio, TX 78250 210-397-1100</p>	<p>Dr. John Folks, Superintendent Northside ISD 5900 Evers Road San Antonio, TX 78238 210-397-8770</p>
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The Texas Education Agency (TEA) is seeking feedback about the best practice summaries.

Please take one minute to answer the feedback survey (six questions).

[Best Practices Feedback Survey](#)