

**READING RESCUE POST PANDEMIC INTERVENTIONS  
LITERACY ALIVE BELIZE  
Rotary International Global Grant #2348633**



**MID PROJECT PROGRESS REPORT  
READING INTERVENTIONS LITERACY ALIVE  
IMPLEMENTATION REVIEW FOR ACTIVITIES  
SEPTEMBER 2023 TO FEB 15, 2024**

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# OVERVIEW

Nine days of extensive training on the Reading Interventions program (compliments of Dr. George Georgiou and the Education Ministry of Alberta, Canada) occurred during the Belize Ministry of Education, Culture, Science and Technology (MoECST) Continuous Professional Development (CPD) in August 2023. This resulted in approximately 100 primary school educators (2 days) and educational leaders (1 day) preparing for full implementation of the program in Standard II and III in government schools across Belize's six districts. A year plan was developed to guide the implementation (see attached).

As a result, 57 of 58 government schools participated in the reading intervention program with 1,279 students in Standard II and 1,392 in Standard III for a total of 2,671 students. 86% (49 of 57) of the schools were rural. The one government school that did not participate is a special needs school that requires different approaches to learning.

The MoECST identified four lead educators to monitor and support implementation. Ms. Melissa Andrade, Government School Manager was identified as the lead contact and worked with the team of Marion Nolberto, Lianne Awe, and Miriam Codd.

## PROGRESS OF EVENTS

### September

The main focus was on primary schools preparing for full implementation. This involved a variety of activities including:

- Literacy leads planned and executed local planning for professional development to meet the needs of teachers/principals. They requested knowledge of the sounds of all phoneme/grapheme correspondences which were completed to strengthen teacher readiness in fully implementing the Literacy Alive Intervention. These mini-PD sessions were conducted at individual schools and in cluster meetings for standard 2 and 3 teachers to become familiar with the lessons and materials. WhatsApp chats facilitated the needs of teachers to maintain open communication regarding the interventions.

- Providing training to educators who missed the summer training
- Setting school procedures to manage full implementation
- Securing materials for implementation including student and teacher letter/sound kits and lesson materials.
- Developing a school culture with a focus on improving student reading as quickly as possible due to serious setbacks caused in part by school closure during the COVID pandemic.
- Some schools began the intake assessment of students to determine baseline data.
- Monitoring, resource support and instructional advice provided by Reading Intervention lead team in each of the three zones: North (Ms. Codd), Central (Ms. Awe) South (Mr. Nolberto).
- Meeting of Reading Intervention Literacy Alive (RILA) steering committee.
- Numerous ZOOM meetings between Canadian Vocational Training Team (VTT) leaders and Belize Reading Intervention (BRI) team.
- Teaching resources uploaded to the MoECST Teacher Learning Institute (TLI) site

## **October**

Schools focus on completing student testing using the LeNS and CC3 assessments.

Upon completion of assessments, the following activities occurred in many schools:

- Organizing schedules to support daily reading intervention instruction
- Facilitating the sharing of resources to support the independent reading component of the program
- Submission of 'clean data' to Ms. Melissa Andrade
- Principal monitoring of implementation
- Professional development to support effective implementation
- Monitoring, resource support, and instructional advice provided by the Reading Intervention lead team in each of the three zones: North (Ms. Codd), Central (Ms. Awe) and South (Mr. Nolberto).

Canadian VTT had challenges entering the TLI website and adjustments were made to facilitate access.

## **November**

- Schools continue with reading intervention instruction.

- Data indicates some schools taught up to four lessons per week while some taught as few as two lessons per week. Given the program is focused on a daily intervention strategy, some schools needed coaching to adhere to the program expectations.
- Ongoing monitoring, resource support, and instructional advice provided by the Reading Intervention lead team in each of the three zones: North (Ms. Codd), Central (Ms. Awe) and South (Mr. Nolberto)
- Community libraries continue to support literacy activities for young children, including the use of reading intervention strategies, through their library after school and summer programs.

## **December**

- Continue as described in November.
- Identification of a cohort of schools to be involved in a midpoint assessment was discussed and agreed on by the project leadership. Two Canadians volunteered to carry out this small cohort testing.
- Interest was expressed by Deputy Cecilia Ramirez to expand the testing sample to include more schools with the intent to gain a representative sample of mid-project progress.

## **January**

- A schedule was developed to implement mid-point testing.
- BRI team worked with identified schools (see Appendix) to prepare for testing.
- Two Canadians volunteered to do testing over five days from January 22 to February 5. They were assisted by the BRI team and in some cases additional district office staff were involved. For the most part testing was completed by February 5 (a few schools did not meet the deadline).

## **February**

- All collected data was forwarded to the Canadian VTT where University of Alberta leads, under the supervision of Dr. George Georgiou, prepared the data for further computer analysis.
- Data was organized and the Canadian VTT provided analysis and recommendations.
- The Canadian VTT arrived in Belize on February 15 to work with the BRI team and develop action statements (district by district) and school by school) based on the data.

- Based on the district action statements, the BRI team identified particular schools needing specific/extra support to ensure the program was successfully advanced.
- A plan to monitor and support implementation in schools that were not part of the mid-project cohort was developed.
- Rotary International facilitated an international literacy leads meeting where the project was highlighted as one of a handful of literacy reading improvement projects that meet the criteria needed to be in place for sustainable change. An idea exchange involved names and contact information for a variety of global agencies/institutions who could be supporters for an expanded project in Belize in the future, based on the success of this current project and MoECST interest in future literacy initiatives built on said success.
- University of Alberta Reading Intervention leads debriefed with Project Lead on mid-point project data and made recommendations (based on current data from Belize cohort schools) regarding program expansion to provide support to more Belize students and educators.

**Note:** Refer to the *RESULTS REPORT* in the *APPENDIX* of this report for analysis of data

## OBSERVATIONS DURING THE FIRST PHASE OF IMPLEMENTATION (SEPT 2023 – FEB 2024)

- Strong **leadership support from the MoECST staff** and school administration that reading improvement is a key priority for the 2023 – 2024 school term.
- Key messages of **reading responsibilities as a collaborative effort** of all school staff was consistently reinforced.
- The **development of audio files** to support effective assessment and program implementation. This will also address serious concerns about correct pronunciation
- Consistent messages to all educators that **formal English language** must be used in instruction and encouraged by all children to bridge serious losses in English language vocabulary during almost 2 years of school closures during COVID.
- Widespread appreciation that **reading issues are serious in schools** and focussed efforts on intervention are essential to attack reading challenges.
- Creation of a **robust library of resources**, references, facilitator packages and information documents on the TLI for all program participants.
- **Librarian presentations** on engagement of reading support in communities.

## COMMENDATIONS AND RECOMMENDATIONS IN SPECIFIC AREAS OF FOCUS

### Planning and Leadership Support

- Ensure open and consistent contact and communication between the BRI team and the Canadian VTT members.
- Resume planned meetings with RILA for advocacy
- Work out the details for a VTT excursion in May 2024
- Preliminary planning for Belize Continuous Professional Development (CPD) to provide project expansion to educators for a second year of the project.
- Continue schools visits to support effective implementation
- Engage principals to monitor and expect Standard II and III teachers to do a minimum of three Reading Interventions weekly and to get back on schedule to meet project expectations.

## **Collaboration in Instruction**

- Facilitate opportunities on all school sites to have teachers collaborate on project implementation, discuss results and expand individual understanding of effective reading.

## **Community Engagement**

- Library sessions were entertaining while informative and appreciated by teachers who learned about support for reading improvement outside of the school instructional day.
- Rotarians and other volunteer agencies have donated time and resources to support the reading initiatives.
- Expand messages to the parent community on ways in which they can further support their children in reading.

## **Communications**

- Develop a schedule for regular meeting times between the Belize MoECST leadership and the Canadian VTT.
- Encourage participating schools to submit applications to the MoECST MoRE program to celebrate innovations in reading instruction and facilitate increased advocacy across communities on school efforts to support advances in reading.

## **Resources**

- Continue discussions with local publishers on utilization of teaching and learning resources that can be effectively integrated into the reading intervention program.

## **International Hospitality**

- Lots of good Belize humor and laughs to lighten the day
- Canadian VTT felt well supported and appreciated by all leaders and participants
- Canadian VTT continues to learn more about the unique aspects of Belize education from many frank discussions with Belize leaders and educators.
- Strong Rotary support from the Rotary Clubs of San Ignacio and Punta Gorda

# APPENDIX



## LIST OF GOVERNMENT SCHOOLS

	<b>Primary 2022-2023</b>	<b>Government Institution Name</b>	<b>Locality</b>	<b>Enrollment</b>
<b>1</b>	<b>Belize District</b>	<b>Belize Rural Primary School</b>	<b>Rural</b>	<b>164</b>
<b>2</b>	<b>Belize District</b>	<b>Biscayne Government Primary</b>	<b>Rural</b>	<b>123</b>
<b>3</b>	<b>Belize District</b>	<b>Crooked Tree Government Primary</b>	<b>Rural</b>	<b>103</b>
<b>4</b>	<b>Belize District</b>	<b>Hattieville Government Primary</b>	<b>Rural</b>	<b>287</b>
<b>5</b>	<b>Belize District</b>	<b>Lucky Strike Government Primary</b>	<b>Rural</b>	<b>94</b>
	<b>Belize District Total</b>			<b>771</b>
<b>1</b>	<b>Cayo District</b>	<b>Armenia Government Primary</b>	<b>Rural</b>	<b>430</b>
<b>2</b>	<b>Cayo District</b>	<b>Buena Vista Government Primary</b>	<b>Rural</b>	<b>157</b>
<b>3</b>	<b>Cayo District</b>	<b>El Progreso Community Primary</b>	<b>Rural</b>	<b>136</b>
<b>4</b>	<b>Cayo District</b>	<b>Frank's Eddy Government Primary</b>	<b>Rural</b>	<b>169</b>
<b>5</b>	<b>Cayo District</b>	<b>Hidden Paradise Government Primary</b>	<b>Rural</b>	<b>60</b>
<b>6</b>	<b>Cayo District</b>	<b>La Gracia Government Primary</b>	<b>Rural</b>	<b>58</b>
<b>7</b>	<b>Cayo District</b>	<b>Los Tambos Government Primary</b>	<b>Rural</b>	<b>107</b>
<b>8</b>	<b>Cayo District</b>	<b>More Tomorrow Government Primary</b>	<b>Rural</b>	<b>36</b>
<b>9</b>	<b>Cayo District</b>	<b>New Life Government Primary- CYO</b>	<b>Rural</b>	<b>79</b>
<b>10</b>	<b>Cayo District</b>	<b>St. Martin's Government Primary School</b>	<b>Urban</b>	<b>430</b>
<b>11</b>	<b>Cayo District</b>	<b>St. Matthew's Government Primary</b>	<b>Rural</b>	<b>351</b>
<b>12</b>	<b>Cayo District</b>	<b>Garden City Primary</b>	<b>Urban</b>	<b>292</b>
<b>13</b>	<b>Cayo District</b>	<b>Iguana Creek Government Primary</b>	<b>Urban</b>	<b>58</b>
<b>14</b>	<b>Cayo District</b>	<b>Kuxlin Ha Government Primary</b>	<b>Urban</b>	<b>661</b>
<b>15</b>	<b>Cayo District</b>	<b>Santa Cruz Government Primary</b>	<b>Urban</b>	<b>170</b>
<b>16</b>	<b>Cayo District</b>	<b>United Evergreen Primary</b>	<b>Urban</b>	<b>544</b>
	<b>Cayo District Total</b>			<b>3738</b>
<b>1</b>	<b>Corozal District</b>	<b>Calcutta Government Primary</b>	<b>Rural</b>	<b>73</b>
<b>2</b>	<b>Corozal District</b>	<b>Chan Chen Government Primary</b>	<b>Rural</b>	<b>112</b>
<b>3</b>	<b>Corozal District</b>	<b>Ranchito Government Primary</b>	<b>Rural</b>	<b>218</b>
<b>4</b>	<b>Corozal District</b>	<b>San Antonio Government Primary</b>	<b>Rural</b>	<b>43</b>
<b>5</b>	<b>Corozal District</b>	<b>San Pedro Government Primary</b>	<b>Rural</b>	<b>103</b>
<b>6</b>	<b>Corozal District</b>	<b>Paraiso Government Primary</b>	<b>Rural</b>	<b>150</b>
	<b>Corozal District Total</b>			<b>699</b>

1	Orange Walk District	Carmelita Government Primary	Rural	304
2	Orange Walk District	Chan Pine Ridge Government Primary	Rural	74
3	Orange Walk District	Fire Burn Government Primary	Rural	37
4	Orange Walk District	San Carlos Government Primary	Rural	30
5	Orange Walk District	San Jose Government Primary	Rural	417
6	Orange Walk District	San Pablo Government Primary	Rural	90
7	Orange Walk District	Santa Cruz Government Primary	Rural	58
8	Orange Walk District	Santa Martha Government Primary	Rural	127
9	Orange Walk District	Trial Farm Government Primary	Rural	597
10	Orange Walk District	Trinidad Government Primary	Rural	96
11	Orange Walk District	Indian Church Government Primary	Rural	41
12	Orange Walk District	Louisiana Government Primary	Urban	781
<b>Orange Walk District Total</b>				<b>2652</b>
1	Stann Creek District	Maya Mopan Government Primary	Rural	154
2	Stann Creek District	Santa Cruz Government Primary	Rural	505
3	Stann Creek District	United Community Primary	Rural	455
4	Stann Creek District	Independence Primary	Urban	629
5	Belize District	Gales Point Government Primary	Rural	69
6	Toledo District	Trio Government Primary	Rural	329
7	Toledo District	San Isidro Government Primary	Rural	403
<b>Stann Creek District Total</b>				<b>2,544</b>
1	Toledo District	Crique Jute Government Primary	Rural	55
2	Toledo District	Golden Stream Government Primary	Rural	109
3	Toledo District	Graham Creek Government Primary	Rural	35
4	Toledo District	Laguna Government Primary	Rural	53
5	Toledo District	Living Word Primary	Rural	21

6	Toledo District	Mabil Ha Government Primary	Rural	35
7	Toledo District	Medina Bank Government Primary	Rural	78
8	Toledo District	Midway Government Primary	Rural	71
9	Toledo District	Na Luum Ca Government Primary	Rural	11
10	Toledo District	San Felipe Government Primary	Rural	72
11	Toledo District	Santa Ana Government School	Rural	63
12	Toledo District	St. Cuthberts Primary School	Rural	3
<b>Toledo District Total</b>				<b>606</b>
<b>Grand Total</b>				<b>11,010</b>

### Standard 2 & 3 Enrollment by Government Schools 2023 – 2024

Government Institutions	Std II	Std III	Grand Total
<b>Belize District</b>	<b>115</b>	<b>101</b>	<b>216</b>
Belize Rural Primary School	21	13	34
Biscayne Government Primary	19	13	32
Crooked Tree Government Primary	16	16	32
Gales Point Government Primary	7	9	16
Hattieville Government Primary	38	38	76
Lucky Strike Government Primary	14	12	26
<b>Cayo District</b>	<b>407</b>	<b>423</b>	<b>830</b>
Armenia Government Primary School	57	60	117
Buena Vista Government Primary	23	14	37
El Progreso Community Primary	11	13	24
Frank's Eddy Government Primary	22	20	42
Garden City Primary	26	36	62
Hidden Paradise Government Primary	9	10	19

Iguana Creek Government Primary	6	6	12
Kuxlin Ha Government Primary	50	88	138
La Gracia Government Primary	11	11	22
Los Tambos Government Primary	10	9	19
More Tomorrow Government Primary	1	1	2
New Life Government Primary-CYO	12	5	17
Saint Martin's Government Primary	47	63	110
Saint Matthew's Government Primary	38	45	83
Santa Cruz Government Primary	21	17	38
United Evergreen Primary	63	25	88
<b>Corozal District</b>	<b>82</b>	<b>93</b>	<b>175</b>
Calcutta Government Primary School	15	8	23
Chan Chen Government Primary	9	21	30
Paraiso Government Primary School	15	18	33
Ranchito Government Primary School	26	29	55
San Antonio Government Primary	5	4	9
San Pedro Government Primary	12	13	25
<b>Orange Walk District</b>	<b>306</b>	<b>328</b>	<b>634</b>
Carmelita Government Primary	37	43	80
Chan Pine Ridge Government Primary	13	9	22
Fire Burn Government Primary	4	7	11
Indian Church Government Primary	4	6	10
Louisiana Government Primary	97	104	201
San Carlos Government Primary	6	3	9
San Jose Government Primary	43	47	90
San Pablo Government Primary	7	17	24
Santa Cruz Government Primary	9	5	14

Santa Martha Government Primary	12	19	31
Trial Farm Government Primary	62	55	117
Trinidad Government Primary	12	13	25
<b>Stann Creek District</b>	<b>212</b>	<b>242</b>	<b>454</b>
Independence Primary	74	95	169
Maya Mopan Government Primary	19	21	40
Santa Cruz Government Primary	64	59	123
United Community Primary	55	67	122
<b>Toledo District</b>	<b>157</b>	<b>205</b>	<b>362</b>
Crique Jute Government Primary	6	9	15
Golden Stream Government Primary	10	10	20
Graham Creek Government Primary	6	7	13
Laguna Government Primary	4	7	11
Living Word Primary	2	1	3
Mabil Ha Government Primary	9	7	16
Medina Bank Government Primary	4	13	17
Midway Government Primary	8	7	15
Na Luum Ca Government Primary	2		2
Saint Cuthberts Primary School		1	1
San Felipe Government Primary		9	9
San Isidro Government Primary	45	80	125
Santa Ana Government School	7	8	15
Trio Government Primary School	54	46	100
<b>Grand Total</b>	<b>1,279</b>	<b>1,392</b>	<b>2,671</b>

## **SPOT OR INTERIM ASSESSMENT IN NEW PROGRAM IMPLEMENTATION**

The reading intervention program being implemented in Standard II and Standard III classrooms in Belize is based on rigorous evidence-based research. The origins of the program occurred as a research project that was initiated several years ago in the Faculty of Educational Psychology at the University of Alberta in collaboration with international authorities on reading. The program and resources were widely implemented, assessed, and modified as part of a large research project. The program being used in Belize is after program modifications and thus is not a research project (former research led to the existing program). The existing program, when implemented properly, continues to have highly positive effects on reading learning across a variety of grades, and is gaining subscribers as a result of the positive impact on learning. Where the program fails is primarily related to poor implementation.

The purpose of doing a testing sample is to gather some evidence on the conditions in which a program is working. When using a new program with teachers it is good practice to do frequent checks on how students are doing as an outcome of the program. The program can be strong but if it is not properly implemented it will not have a positive impact on learning possibilities. The power of the program can only be fully determined at the end of instruction using the new program. Mid-term sample testing provides some insight into where implementation may need to be adjusted, which can then positively impact modifications to instruction and ensure improvement regarding final results.

The reason for mid point testing is to inform implementation; it is not intended to be comprehensive or representative. Time and limited resources makes mid-term testing for a full group or large sample impractical, and not particularly useful. Feedback from a limited test sample can assist educational supervisors to be critically reflective of implementation in individual schools, and indicators of problems with implementation can be addressed through instructional monitoring by school principals. Sharing limited findings from mid program assessments supports their role as supervisors of program implementation. Supportive professional development can examine mid program data, and spark reflection and discussion on the conditions of effective implementation in all sites.

As with any educational resource or program, a need to monitor progress and adjust instruction is useful to teachers and can positively impact instruction as the program moves into final stages.

Recommendations, taken from many stages of implementation of this program outside of Belize, support:

1. Baseline testing at the beginning of the program
2. Initial implementation of instruction
3. Sample assessments at midpoint (where feasible and manageable)
4. Professional development for educational supervisors on observations, data, and findings at a midpoint in the implementation (where feasible and manageable)
5. Ongoing support and monitoring in classrooms and direction from supervisors where there are indicators that implementation needs to be adjusted.
6. Final assessment and analysis of impact on student learning

Where resources are limited, mid-point testing may be directed to teacher decisions to carry out their own assessments in instances where they want some indicator of student growth. This option and recommendation was part of the Belize training in the summer 2023.

The Literacy Alive recommendation (in late October) to consider a sample of mid-point assessment was prompted by the availability of two Canadians who volunteered to carry out a sample assessment. This generous volunteer gesture was intended as an addition to the program that would gather information but would not be a burden to schoolteachers or principals. It is not a necessary part of program implementation but it does add value.

Note that in Toledo where the program was first implemented in 2022-2023, mid-term testing happened in a cohort of classrooms with a limited sample of students (often a sample of ten students). The findings had strong indicators where implementation needed to be reviewed and adjusted. Follow up instruction changed and had a notable impact on final results. Mr. Nolberto can speak further to how this approach was useful in improving instruction.

As this is a volunteer project funded by Rotary International, it is important that there is support and agreement between the MoECST in Belize and the Canadian VTT. We have made our recommendations and await MoECST feedback on them. Discussions this week pointed to some possible challenges with mid point testing and I am hopeful this discussion clarifies the intention of the recommendations made by the Canadian VTT.

Dr. Lynne Paradis  
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# MID POINT ASSESSMENT

## Purpose

- to gather evidence indicating levels of effective implementation and pace of progress
- analyse data from cohort of schools to inform any administrative direction required for adaptations in implementation

## Preparing for Testing On Site

Belize MoECST BRI leadership will ensure the following preparations are made:

- a) Principal and teachers are notified, in advance, of the testing protocol, dates and expectations.
- b) That a MoECST employee is at each test site for trouble shooting and debriefing.
- c) All testing materials are available at each school sites which include:
  - Testing /assessment binder for each evaluator
  - Suitable number of recording sheets for each child
  - A schedule of classrooms and order of students for testing
  - A testing space (students come to the tester where all materials are available)
  - Original testing results from the entry level testing -- this should be a spreadsheet with clean data

## Testing Protocols

- a) Testers need to brief with classroom teachers who did the original input testing to familiarize all with the process used, possible issues with pronunciation, determine which lesson the student/class is on and get a general sense of progress/challenges.
  - how was testing (consistency in expectations) and what was accepted as a pass in word identification
  - if audio files were used initially then they should be used again and be available for testers
- b) Data --- check if data is clean from original input -- arrange to populate the spreadsheet with the new data (which lesson was completed, who did the testing, and the original scores)

- c) Testers need to view what support materials are used to support the guided level and extended reading component.
- d) Identify if there were any concerns with the initial testing.
- e) Testers do their mid-point assessment
- f) Testers debrief with classroom teacher at the completion of the testing of students.
- g) All data is entered into the master spreadsheet for that school
- h) Some initial observations may be made in a debriefing with the MoECST reps, classroom teachers and principal (need to make time at the end of the day for this).

### **Analysis of Data**

Completed spreadsheets with all data to be forwarded to Lynne Paradis who will work with the University of Alberta on analysis and recommendations which will form part of the mid project report to be completed by mid-February.

# MID PROJECT COHORT ASSESSMENT RESULTS

## Background

In November the leadership group determined that a mid-point testing of a cohort of schools was identified as a positive step to assess implementation effectiveness. The intent of the process was to make evidence supported decisions on implementation approaches during Feb to June, (second phase of implementation).

## Participation Summaries

- More than 300 students were assessed at mid point but for analysis purposes data was analyzed only on students who had a valid pretest score.
- Data was reviewed from:
  - 286 students provided data for the mid point testing cohort.
    - 143 Standard 2 students tested
    - 143 Standard 3 students tested
- Ten schools were selected in three regions for testing and students were found to have completed a range re: number of lessons:
  - Lowest numbers of RI lessons completed - 9 /64
  - Highest number of RI lessons completed - 46/64
  - Approximately 11 weeks school instruction preceded mid point testing.

**NOTE:** If four lessons out of a total 64 were taught each week it is reasonable that by Jan. 1 classrooms could be on Lesson 44 (out of a total 64).

## Government Schools included in testing sample

Region	Town/School	Canadian team	Date(s)	comments	Belize team*
North – Orange Walk	Louisiana school in Orange Walk Town (urban) 8 classes	yes	Mon Jan 22 Tues Jan 23	Meet with Miriam Mon am to finalize north plans/ support. .	Yes – 2 additional MoE people to assist Canadians with testing.
	Carmelita (rural) 4 classes	yes	Wed Jan 24 all day		no
North - Corozal	Paraiso - Corozal	no	Thurs Jan 25	Unable to fit into schedule due to distance	yes
Central – Belize	Crooked Tree (rural) 2 classes	yes	Thurs and Fri Jan25 / 26	Meet with Lianne re: Crooked Tree and Biscayne to finalize central plans/ support	no
	Biscayne (rural) 2 classes	yes			no

Central - Cayo	Garden City - Belmopan	no	Friday Jan 26	If Crooked Tree and Biscayne are done in one day, then Canadian team can help with Garden City or Hidden Paradise TBD with Lianne	yes
	Hidden Paradise - Spanish Lookout				
South - Stann Creek	Maya Mopan - Georgetown (rural) 2 classes	yes	Wed Jan 31 all day	Meet with Marion/Sheridan Lambey Wed am to finalize south plan/ support	No
South - Toledo	Santa Ana	no	Mon Jan 29 and Tues Jan 30	Unable to fit into schedule due to distance	yes
	San Felipe				

**\*MoE leads will have all assessment data from the 10 schools submitted to Melissa by February 5<sup>th</sup>; Melissa will then submit said data to Lynne by February 8<sup>th</sup> for University of Alberta analysis.**

## Commendations

- Work of Belize Reading Intervention Team Energizers (BRITE)
- Enthusiasm still exists in schools and this provides important momentum
- Progress is evident
- Success builds commitment and more success
- District office assistance in mid project assessments
- Using existing government school resources to support independent reading
- Increased use of libraries by children and parents
- Agencies/clubs supporting reading literacy focus (eg. Rotoract, Pathfinders)

## General Comments on Data

As predicted by Canadian Research Team the following outcomes were demonstrated in the mid-point data collected in Belize:

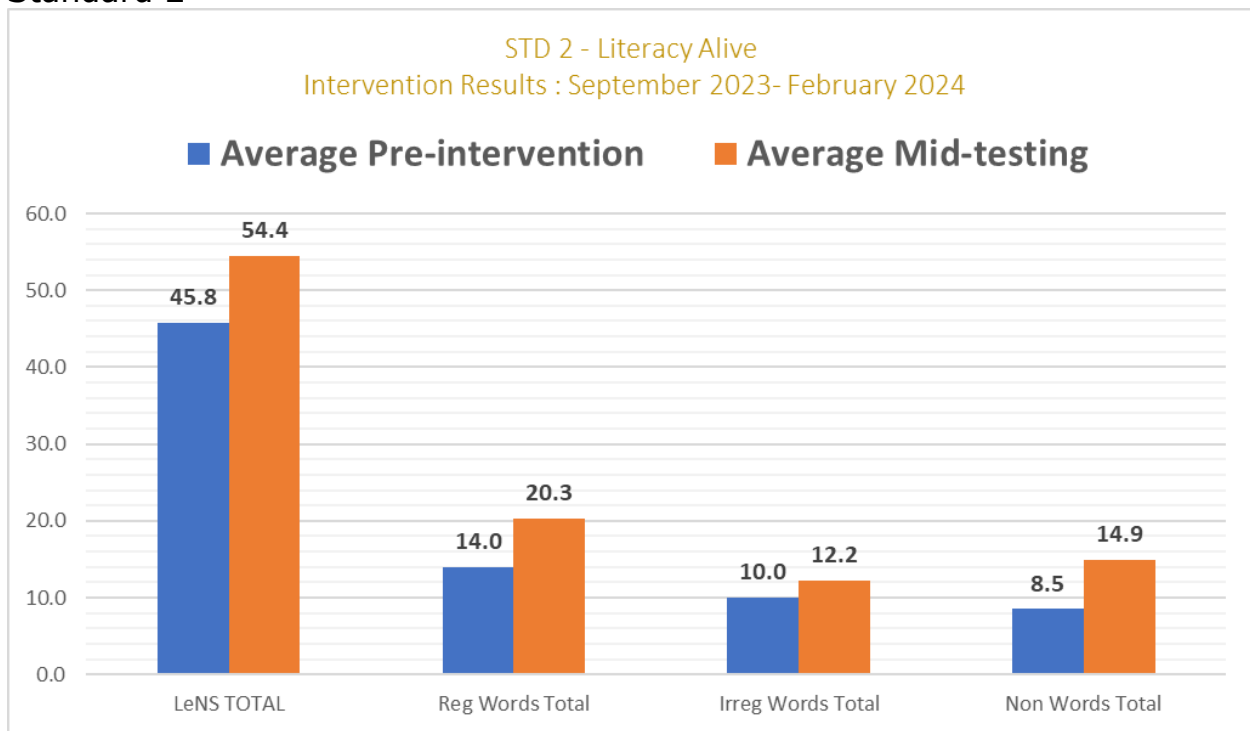
- A. If you don't teach the program and do it as outlined, student success results will be considerably lower than classrooms where the program was properly implemented.
- B. Student success was notably better in classrooms where reading instruction was daily or at least three times a week.
- C. The program works if teachers use it.
- D. Schools where principals were engaged in full implementation of the program had significantly higher results than schools where it was evident that daily instruction was not happening.
- E. It was clear within a few minutes of arriving at a cohort school whether the Reading Intervention program was a priority (eg. preparations, greeting, talking to teacher, witness student use of strategies).
- F. Assessments showed immediately whether program was being implemented -- kids knew the strategies.
- G. Program is NOT designed for learning disabled. This group of students needs more targeted interventions.
- H. Principals are the key success indicators in culture of school being focussed on teaching students strategies for reading.

## Analysis of Data

All test data was forwarded to the Canadian team leads and then the data was cleaned by University of Alberta team members. The data was run through a Statistical Package for Social Sciences (SPSS) program which identified various trends. Dr. Paradis met with Dr. George Georgiou and Dalia and Sandra (PH D students managing data) to review the data. They identified promising trends and various implementation follow up strategies for phase two of the project.

## General Results

### Standard 2

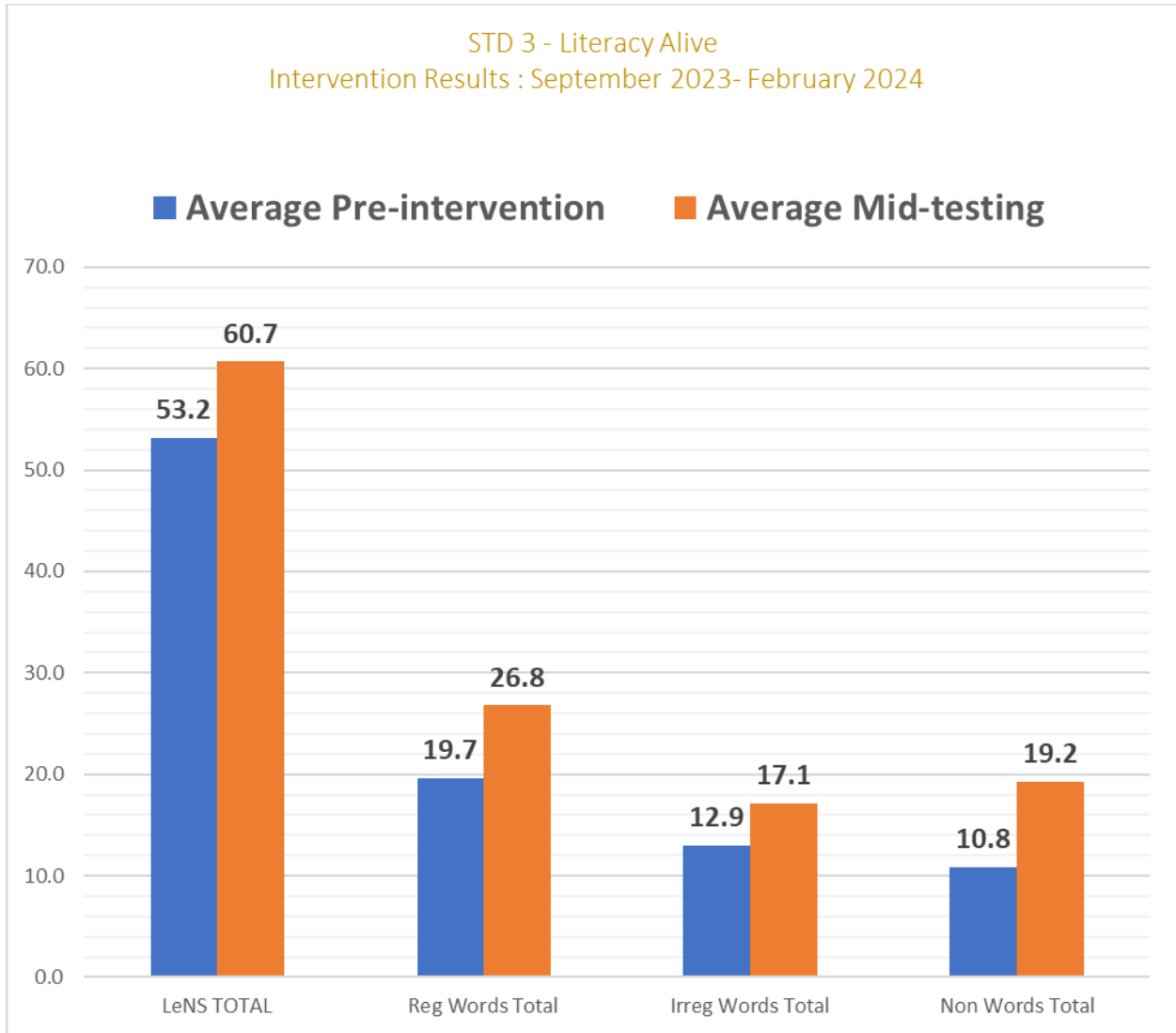


\*All pre-test mid-test comparisons are significant except for Irregular Word reading.

**\*Percentages indicate the percentage of growth following 11 weeks of instruction. Mid test score minus pre test score divided by pre test score x 100 = % growth**

LeNs            20 %  
Reg             50 %  
Irreg          20 % (not taught this, should be part of next phase; expected lower score)  
Non-words   75% (improvement which shows students using the strategies)

Standard 3



\*All pre-test mid-test comparisons are significant.

\*Standard 3 had more school prior to COVID

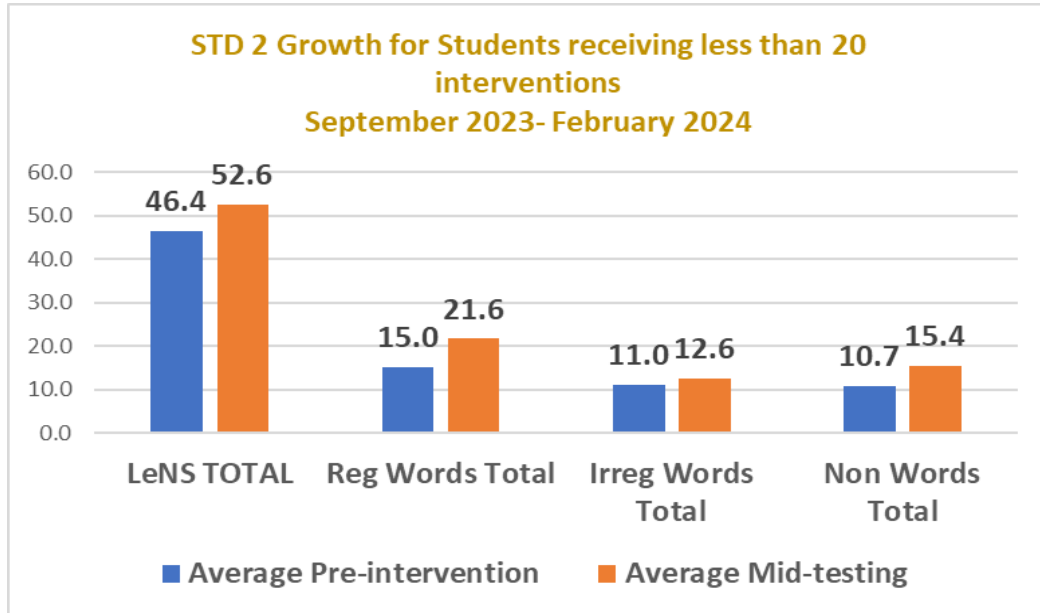
**\*Percentages indicate the percentage of growth following 11 weeks of instruction.  
Mid test score minus pre test score divided by pre test score x 100 = % growth**

LeNS	14%
Reg.	36%
Irreg	25%
Non-Words	78%

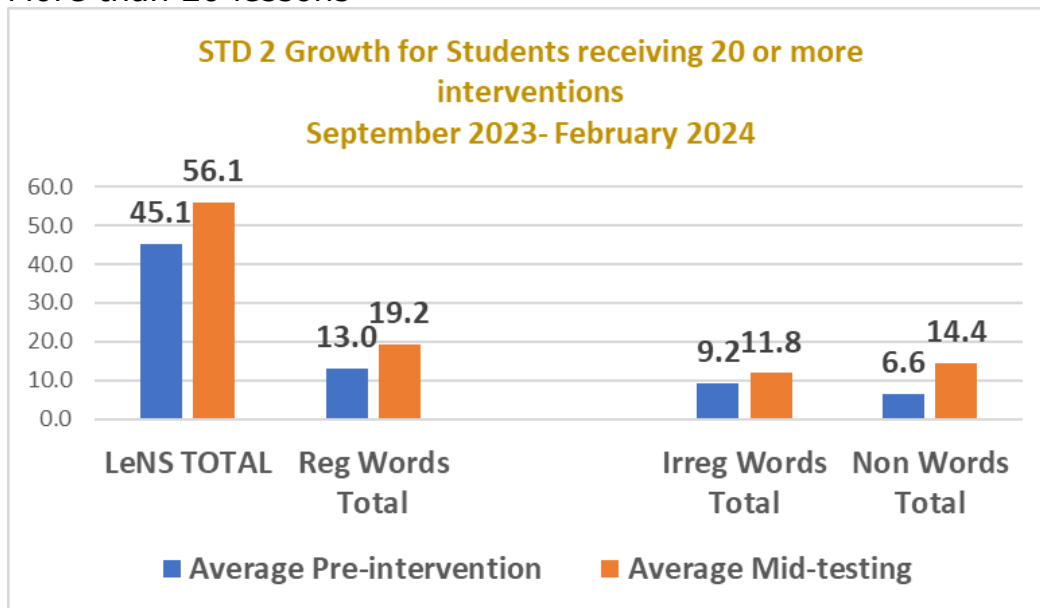
## Results Divided by Standard and Number of Lessons Received

### STANDARD 2

#### Less than 20 lessons



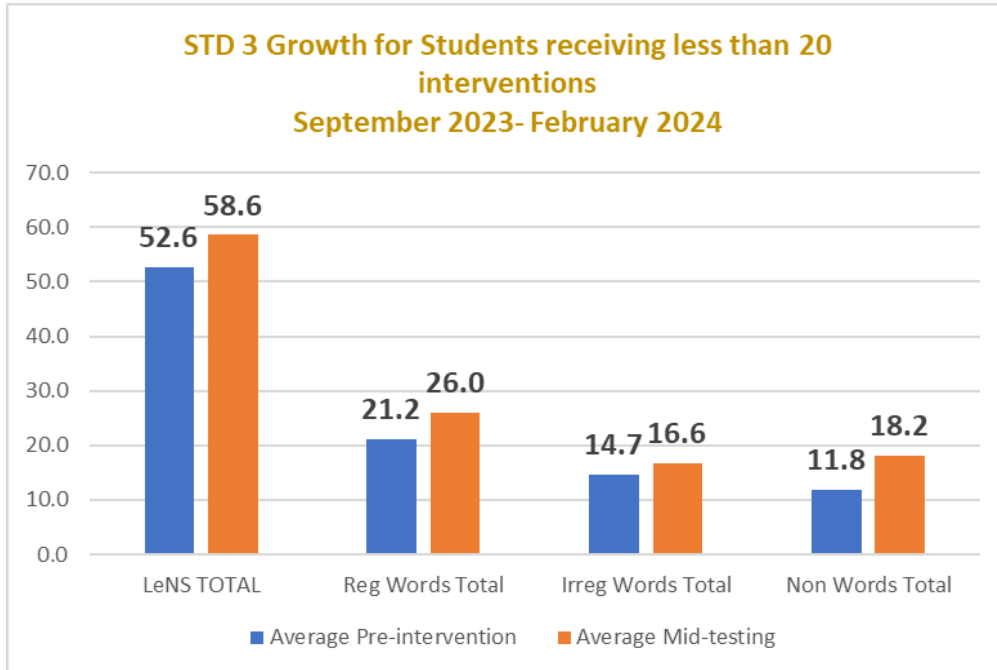
#### More than 20 lessons



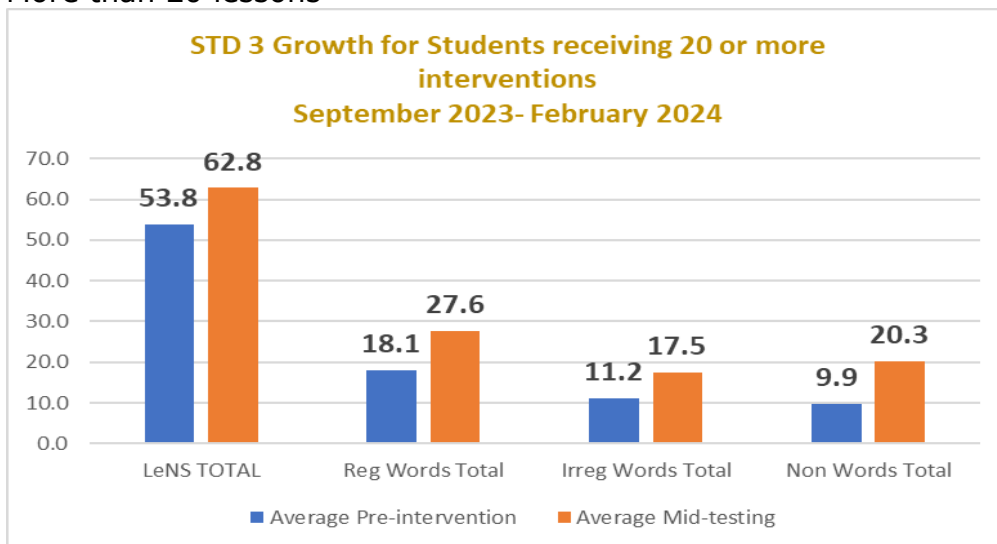
Conclusion: Standard 2 students who received more than 20 lessons showed greater improvements in regular, irregular, and non-word reading compared to students who had fewer than 20 lessons.

## STANDARD 3<sup>1</sup>

Less than 20 lessons



More than 20 lessons



Conclusion: Standard 3 students who received more than 20 lessons showed greater improvements in LeNS compared to students who had fewer than 20 lessons.

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<sup>1</sup> Selecting 20 lessons as the determining factor is somewhat arbitrary but shows that more lessons taught results in more strategies learned and applied.

## OVERALL RECOMMENDATIONS

- A. Data should be considered with caution, with reminders that this mid-point testing is a snapshot of implementation with the intent to find implementation trends. From a research perspective the sample size was significant enough to make reasonable predications of probable progress in the 48 government schools where mid-point testing did not occur.
- B. Expand opportunities for Canadians and BRITE to meet regularly on program implementation.
- C. Adjust year plan for project completion.
- D. Follow up with Principals. Celebrate good implementation. Encourage principals of schools with less than positive implementation to be accountable to the Ministry to ensure full implementation in phase two.
- E. BRITE to provide additional PD where warranted for both teachers and principals.
- F. Engage in advance planning for possible CPD and next school year.
- G. Advocacy - Share with communities the progress reports (possible media release, schools, parents, Rotary). Gather success stories from individual participants.
- H. Embellish funding for Belize team leaders to offset personal costs incurred for transportation to visit schools.

## NEXT STEPS

- Finalize program celebration and project follow up
- Teaching of irregular words and other components of a second year of implementation (share Alberta protocol)
- Develop a longer term program plan identifying which grades may benefit from the RI program in coming years.
- Is there an interest in CPD training in August
- Trust and relationship building between Ministry, Belize RI leaders and Canadian Team.

# LITERACY ALIVE READING INTERVENTION LEADERS Work Plan 2023-2024

## A WORKING DOCUMENT

### PURPOSE OF THIS DOCUMENT:

This is a planning document and is best used if reviewed monthly and updated with additions/deletions. RILA will use it for their purposes and Principals are encouraged to use it with their school staff.

**PRINCIPALS** - Each principal is encouraged to view the deadlines (set by administration and highlighted) and suggestions for implementation and add plans specific to their school. Following the table are some specific reminders that may help in directing educator focus to effective implementation.

**RILA** – (Reading Intervention Literacy Alive) This group includes all government administration with responsibilities to oversee the project, lead librarians, Canadian facilitators and other invited guests for special meetings. This group of leaders will meet regularly with the Canadian VTT, provide support and monitoring for implementation of the program in all government schools and provide leadership support for Principals.

	Original work plan Aug 2023 to Jan 2024	
MONTH	SPECIFIC DATES/DETAILS	Outcomes
<b>August</b>  <b>KEY FOCUS FOR MONTH:</b>  <b>PLANNING AND PREPARATION</b>	<b>RILA</b> <ul style="list-style-type: none"> <li>Communicate with participating schools about government priorities for reading improvement.</li> <li>Identify basic resources that should be available for all government schools.</li> <li>Prepare principals for clarity with reading intervention implementation.</li> <li>Ensure participating schools understand year-long assessment accountability.</li> </ul> <b>PRINCIPALS</b>	<p>Accomplished</p> <p>Accomplished</p> <p>Accomplished</p> <p>Accomplished</p> <ul style="list-style-type: none"> <li>A refresher would be beneficial</li> </ul>

	<ul style="list-style-type: none"> <li>● Completion of a school plan for implementation of the reading intervention (assessment schedule). SUBMIT TO MINISTRY NO LATER THAN AUGUST 30</li> <li>● Develop a school system for sharing of resources on site.</li> <li>● Establish a school system of recording weekly progress on lesson completion.</li> <li>● Establish a routine system for regular staff meetings/updates of reading intervention progress.</li> <li>● Implementation meeting with principals by RILA leaders.</li> <li>● Complete school schedule for how students will be assessed.</li> <li>● Student and teacher kits completed</li> <li>● Ensure staff who are new or were absent for training are provided with training</li> <li>● Evidence of importance of a stimulating physical classroom to support reading intervention (wall display, learning centers, available reading materials for students etc)</li> <li>● Establish school assessment routines and have materials ready for first day of assessment</li> <li>● Explore organizational strategies for intervention groupings (full class, small group, pull out).</li> <li>● Clarity by all staff on goals, priorities and expectations for implementation "All staff in the school assume responsibility for reading progress for all students in the school"</li> </ul>	<p>Accomplished</p> <p>Accomplished</p> <p>Accomplished</p> <p>Accomplished</p> <p>Accomplished</p> <p>Accomplished</p> <p>Accomplished</p> <p>Accomplished</p> <p>Ongoing</p> <p>Accomplished</p> <p>Accomplished as evidenced at individual school sites</p> <p>Accomplished</p>
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<p><b>September</b></p> <p><b>Key focus for the month:</b></p> <p><b>ASSESSMENT Complete all pretesting</b></p>	<p><b>RILA</b></p> <ul style="list-style-type: none"> <li>• Monitor that assessment is effectively executed (by regular school visits).</li> <li>• Oversee that data input is clean on the assessment spreadsheets.</li> <li>• Confirm that teaching resources are available for all participating schools (TLI access, essential photocopying, hard copy government approved resources).</li> </ul> <p><b>PRINCIPALS</b></p> <ul style="list-style-type: none"> <li>• Confirm school plans for reading intervention instruction (schedules, assistance for classes as needed).</li> <li>• Explore utilization of community libraries and other volunteers to support implementation.</li> <li>• <b>Sept 30-</b> Deadline to submit all pretest data of Standard 2 and Standard 3 pre tests to the district office</li> <li>• Have a system for keeping track of school resources</li> <li>• Explore organizational strategies for intervention groupings (full class, small group, pull out).</li> </ul> <p><u>Opportunities to support reading intervention:</u></p> <p><b>Friday September 8.</b> International Literacy Day</p>	<p>Accomplished relevant according to school sites</p> <p>Accomplished by Canadian data team</p> <p>Accomplished</p> <p>Accomplished</p> <p>Ongoing</p> <p>Accomplished</p> <p>Accomplished</p> <p>Ongoing</p> <p>Accomplished with evidence to reflect various activities</p>
<p><b>October</b></p> <p><b>Key Focus for the month:</b></p>	<p><b>RILA</b></p> <ul style="list-style-type: none"> <li>• Wednesday <b>Oct 4</b> at 2 p.m. RILA Committee Zoom Meeting</li> </ul>	<p>Accomplished</p>

<p style="text-align: center;"><b>STRONG START TO INSTRUCTION and GROUP STUDENTS FOR LEARNING</b></p>	<ul style="list-style-type: none"> <li>● Principal meeting to discuss pre assessment data and potential grouping of students.</li> <li>● Review pretest data and advise on school grouping of students for instruction</li> <li>● Monitor initial implementation of reading intervention lessons.</li> <li>● Monitor schools for weekly lesson completion.</li>   <li>● Develop a plan for school visits to monitor effective reading intervention.</li> </ul> <p><b>PRINCIPALS</b></p> <ul style="list-style-type: none"> <li>● Monitor carefully first few weeks of instruction implementation and adjust initial plan to best meet student needs</li> <li>● Commence classroom implementation no later than <b>October 16.</b></li> <li>● Provide PD support to teachers requiring assistance</li> </ul> <p><u>Opportunities to support reading intervention:</u> Halloween: How can teachers use this theme to encourage reading and foster reading, speaking and writing skills (ie. write or act out for the class a 'spooky story).</p>	<p>Accomplished</p> <p>Accomplished</p> <p>Accomplished</p> <p>Accomplished Principals were accountable for school's weekly lesson; verified by the leads</p> <p>Accomplished</p> <p>Accomplished</p> <p>Accomplished</p> <p>Accomplished</p> <p>According to individual school sites</p>
<p><b>November</b></p> <p><b>Key focus for the month:</b></p> <p><b>Integrating Reading</b></p>	<p><b>RILA</b></p> <ul style="list-style-type: none"> <li>● Ensure principals are recording weekly school implementation progress.</li> <li>● Redirect any teachers to on-track Reading Intervention instruction</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>

<p><b>intervention into English Language Arts.</b></p>	<p><b>PRINCIPALS</b></p> <ul style="list-style-type: none"> <li>• Cross Curricular focus: PD sharing in schools on strategies to integrate reading strategies in extended <b>English Language Arts.</b></li> <li>• <b>Monitor on target instruction</b></li> </ul> <p><u>Opportunities to support reading intervention:</u></p> <ul style="list-style-type: none"> <li>• Focus event Children’s Day - possible plan to recognize reading as a priority</li> </ul>	<p>Accomplished</p> <p>Ongoing See action plan</p>
<p><b>December</b></p> <p><b>ROUTINE INSTRUCTION AND INTEGRATION ACROSS SUBJECTS</b></p>	<p><b>RILA</b></p> <ul style="list-style-type: none"> <li>• Continue monitoring instructional effectiveness and progress in schools with lessons.</li> <li>• Explore ways to address students with special needs that may need more intense intervention</li> </ul> <p><b>PRINCIPALS</b></p> <ul style="list-style-type: none"> <li>• Continue with reading intervention and make changes, if necessary, after teacher feedback on progress.</li> <li>• Kit audit: have student and teacher kits audited and replenish if letters/cards missing</li> </ul> <p><u>Opportunities to support reading intervention:</u></p> <p>Children’s Day - possible plan to recognize reading as a priority</p> <p>Celebrate Reading in the school and community- Christmas is a great time for students to share reading abilities!</p>	<p>Accomplished</p> <p>Ongoing Currently referrals have to be submitted to the Special Ed. Unit of MoECST. P.D. for teachers could assist with a greater understanding of how to support student needs.</p> <p>Accomplished</p> <p>Accomplished</p> <p>As per individual school sites</p> <p>As per individual school sites</p>

	<p>Note: By Christmas vacation many/most classes should be past half way point in lessons..... maybe celebrate vocabulary of target words.....</p>	<p>Course correction needed.</p>
<p><b>January</b></p> <p><b>Key focus for the month</b></p> <p><b>Powerhouse forward with lessons and Integration focus in Science</b></p>	<p><b>RILA</b></p> <ul style="list-style-type: none"> <li>• <b>January 24</b> at 2 p.m. Zoom Meeting</li> <li>• Preparation for program for Feb. Canadian VTT visit</li> <li>• Examine progress with Standard 1 students and feasibility of beginning the RI program mid year.</li> </ul> <p><b>PRINCIPALS</b></p> <ul style="list-style-type: none"> <li>• Spend the first week back reviewing previously taught GPC's (letter sounds) that were taught prior to the Christmas break.</li> <li>• Continue with powerful Reading Interventions.</li> <li>• PD focus on integration of reading in the <b>Science</b> curriculum.</li> <li>• Interim assessments where needed (new students, students who have accelerated/regressed).</li> <li>• Suggestions for support from Canadian VTT arriving in mid February (eg. requested PD or other support)</li> </ul> <p><u>Opportunities to support reading intervention:</u></p>	<p>Cancelled</p> <p>Accomplished</p> <p>Moved to later date</p> <p>Accomplished</p> <p>Accomplished</p> <p>Not to our knowledge</p> <p>Needed but not done</p> <p>No suggestions received</p>

	<b>Revised work plan February to August 2024</b>	
<p><b>February</b></p> <p><b>Key focus for the month:</b></p> <p><b>Powerho use forward with lessons and Integration focus in Belizean Studies</b></p>	<p><b>BRITE</b> (named in February - Belize Reading Intervention Team Energizers)</p> <ul style="list-style-type: none"> <li>● Discussions on rates of progress</li> <li>● Identify possibilities for project expansion</li> <li>● Program planning for Canadian VTT visit</li> <li>● Meeting with Canadian VTT to review progress and identify priorities for May visit and year two of the program.</li> </ul> <p><b>PRINCIPALS</b></p> <ul style="list-style-type: none"> <li>● Continue with reading intervention monitoring.</li> <li>● Focus subject integration in <b>Belizean Studies</b>.</li> <li>● School reflections: Are we on track?</li> <li>● Participation in Canadian VTT visit activities.</li> </ul> <p><u>Opportunities to support reading intervention:</u></p> <p>School ideas:</p>	
<p><b>March</b></p> <p><b>Key focus for the month:</b></p> <p><b>Integration into Mathematics</b></p>	<p><b>RILA</b></p> <ul style="list-style-type: none"> <li>● <b>March 13 - Zoom meeting 2 p.m.</b> Project update</li> </ul> <p><b>BRITE</b></p> <ul style="list-style-type: none"> <li>● <b>March 13 - meeting (following RILA)</b></li> <li>● How are schools utilizing child stimulation month to enhance reading achievement?</li> </ul>	

<p style="text-align: center;"><b>And</b></p> <p style="text-align: center;"><b>Community celebration of school Child Stimulation Month themes</b></p>	<ul style="list-style-type: none"> <li>● Monitor and support initial post testing for classrooms finished instruction</li> <li>● Begin preparations for project celebrations and media events in May/June</li> <li>● Initiate revised district work plan</li> </ul> <p><b>PRINCIPALS</b></p> <ul style="list-style-type: none"> <li>● Continue interventions.... If some classes finish the program they can begin post testing.</li> <li>● PD on integration of reading strategies in Mathematics</li> </ul> <p><u>Opportunities to support reading intervention:</u></p> <p>*National Storytelling Month!</p> <p>Child Stimulation Month - be aware of preschool activities in the community. Libraries across the country already have plans in place.</p> <p>School Ideas:</p>	
<p style="text-align: center;"><b>April</b></p> <p style="text-align: center;"><b>Key focus for the month:</b></p> <p style="text-align: center;"><b>Review and completion of lessons</b></p> <p style="text-align: center;"><b>Preparation for post testing</b></p>	<p><b>BRITE</b></p> <ul style="list-style-type: none"> <li>● <b>Zoom meeting April 24th @ 2pm.</b></li> <li>● Check progress to determine district wide lesson completion</li> <li>● Prepare schools to begin preparations for post testing as soon as teachers are completed program</li> <li>● Monitor initial post testing plans</li> <li>● Reminders to enter data on full spread sheet.</li> <li>● Direction/PD for principals on strategies to interpret data collected</li> </ul>	

	<p>for school use (eg. how to develop bar graphs, trend patterns)</p> <ul style="list-style-type: none"> <li>Finalize program for return of Canadian VTT.</li> </ul> <p><b>PRINCIPALS</b></p> <ul style="list-style-type: none"> <li><b>April 26 - Last day for Reading Intervention Lessons</b></li> <li>Review post testing expectations and submission of data (eg. PD, staff practice review of assessment protocols)</li> <li><b>April 29 – May 10</b> - Deadline to complete final reading assessments (if not already completed).</li> <li><b>May 17</b> - submit country spreadsheet to Lynne</li> <li>Prepare for Canadian VTT visit last week in May/first week in June</li> </ul> <p><u>Opportunities to support reading intervention:</u></p> <p>School ideas</p>	
<p><b>May</b></p> <p><b>Key focus for the month:</b></p> <p><b>POST TESTING AND PROJECT CELEBRATIONS</b></p>	<p><b>BRITE</b></p> <ul style="list-style-type: none"> <li><b>Meeting Thurs May 23<sup>rd</sup> @ 2:00pm</b></li> <li>Planning meetings with Canadian VTT for year two program</li> <li>Participate in district/national reading intervention celebrations</li> <li>Direction to schools on the development of plans for year two of implementation</li> </ul> <p><b>PRINCIPALS</b></p> <p>Debrief with school staff and develop recommendations for Year 2 of Reading Improvement Implementation</p>	

	<ul style="list-style-type: none"> <li>● <b>May 15</b> - all final assessment results submitted to the ministry. Ensure that the data is entered correctly on the data collection spreadsheet.</li> <li>● <b>May 30</b> - Submit plans to the Ministry for implementation for 2024-2025.</li> </ul> <p><u>Opportunities to support reading intervention:</u></p> <ul style="list-style-type: none"> <li>● <b>May 10-</b> Belize Teachers’ Day - determine recognition activities at school and district level</li> </ul>	
<b>August</b>	<ul style="list-style-type: none"> <li>● <b>August 1 - 11</b> Professional Development for the 2024 - 2025 school term.</li> </ul>	

## **BRITE and Canadian VTT Plan phase two meeting**

### Details:

- Wednesday Feb. 21 ( all day) Morning Feb. 22.
- San Ignacio District Education office
- Rotary project covers all expenses

### Intended Outcomes:

- *Deconstruct* data from pre and mid point testing
- *Plan* for phase two (Feb 25 – June)
- *Celebrate* successes
- *Develop* a plan to act on recommendations in mid point progress report

### Agenda:

1. Review Mid Point Progress Report
2. Develop a plan to address Phase 2 of implementation
3. Review Project Workplan and make adjustments for phase 2 (Feb – June 30)
4. Explore advocacy for program success
  - media, MoRE submissions, Rotary
5. Considerations for long-term reading support
6. Communication and relationship building
7. Libraries assisting in community awareness of reading literacy
8. Resources available and pending
9. Report writing and disbursement of information

Based on the BRITE and Canadian VTT meeting held on Wednesday February 21, 2024 an adjusted work plan was done to highlight the activities post midterm testing results early February. Specific activities for February through June 2024 and noted according to BRITE zones are found below:

<b>Month</b>	<b>South</b> Marion Nolberto	<b>Central</b> Lianne Awe	<b>North</b> Miriam Codd
<b>February</b>	Visit the struggling schools to see where they are (follow up to see if there have been changes since the last visit and suggestions	<ul style="list-style-type: none"> <li>● Visit struggling schools and provide needed support.</li> <li>● Make necessary adjustments to the schedule to ensure schools remain on target.</li> <li>● Make any needed adjustments to the intervention approach, groupings, resources etc. based on what the data shows regarding student needs.</li> </ul>	Meet with principals (group or individuals) for a half day to provide PD including: <ul style="list-style-type: none"> <li>● Sharing the graphs showing the amount of improvement possible when the program is taught on a regular basis.</li> <li>● Reviewing the need to base instruction on assessment results</li> <li>● Discussing the importance of grouping to meet varying needs</li> <li>● Review need to consider where to begin lessons based on LeNS scores</li> <li>● Using the Scope and Sequence chart found in August 2023 participants handouts to further explain program planning esp. where to start lessons. Teachers may need to revise the lesson they are currently teaching based on knowledge of student achievement</li> </ul>

<p><b>March</b></p>	<p>Follow-up visits as listed above</p> <p>Meeting with principals by cluster or district</p> <ul style="list-style-type: none"> <li>• Share the data and remains to be done</li> </ul> <p>Find out exactly where they are with implementation and when they will be ready for post-testing</p> <ul style="list-style-type: none"> <li>• Some schools are already finished and are ready for post-testing</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with principals and teachers regarding student progress and ongoing intervention plans. Discuss how classroom instruction can provide aligned support.</li> <li>• Provide ongoing monitoring support. Encourage teachers/principals to provide additional support for students not making sufficient progress. This may involve small group or individual instruction</li> </ul>	<p>Share the checklist that can be used to conduct observations of teachers' instruction of lessons with principals. The purpose is to review the parts of the lesson and the amount of time for each part.</p> <ul style="list-style-type: none"> <li>• Document found in August 2023 Leadership handout</li> </ul> <p>Connect with teachers to explain the link between the Scope and Sequence chart (found in August participant documents) and what lesson they should be teaching-</p> <p>Based on observed achievement, not on "guessing"</p> <p>Set a goal for the number of lessons taught: maximum of 4 lessons per week. Priority of the program to be emphasized.</p> <p>Determine if teachers are using grouping to meet student needs for RI program</p>
<p><b>April</b></p>	<p>Identifying outstanding teachers for videoing as mentioned in the above recommendation</p> <p>Meet with principals to review data and proper entry by providing side-by-side support</p>	<ul style="list-style-type: none"> <li>• Monitor student progress more to determine if adjustments are working or if any additional changes need to be made to better support student outcomes.</li> </ul>	<p>Encourage principals to observe classroom RI lessons and use the observation sheet: Goal is 1 visit/classroom per week. Observation sheet to be kept in the teacher lesson binder.</p> <p>Encourage Standard 2 and 3 teachers to meet each week with the principal and/or each other to share progress, positive learning observations, and support to meet challenges. Meetings can be "sit down" or informal and are to be short in nature.</p>

<p><b>May</b></p>	<p>Most schools will have 3 phases of assessment:</p> <p>Lesson 1 - late May Lesson 25 - late April Lesson 37 - end of March</p>	<ul style="list-style-type: none"> <li>• Develop clear plans for post assessment</li> <li>• Determine next steps for students as they transition to the next class.</li> <li>• Validity testing</li> <li>• Have schools provide a best practice document that provides an account of their intervention experience.</li> </ul>	<p>Share positive stories of how principals are ensuring the RI program is being taught with integrity and is resulting in success for their students</p> <p>Continue to share with parents on a regular basis the information about the RI lessons being taught so they can reinforce the teaching at home</p>
<p><b>June</b></p>	<p>Celebration!</p>		<p>Share stories of positive practices that have been observed: eg. Paraiso Government School Parent Information Night</p> <p>Continue to reinforce the importance of the RI lessons being taught on a daily basis. Show the data graphs that indicate greater success with more instruction. Share the projected number of lessons that can be taught when teaching 2, 3 or 4 times per week.</p>

## **SOME TAKE AWAY THOUGHTS:**

These ideas, many from colleagues, could be starting points for discussion between principals and their staff and which may be included in school plans.

### **Resources**

- Each school has the resources needed to master this program.
- Encourage teachers to be creative with making their own reading passages.
- Access other classroom teachers, public libraries, personal collections, internet for resources to assist with reading intervention.

### **Assessment**

- Ensure effective enunciation when reading sounds/words.
- Don't be too generous in scoring (be deliberate and "real").
- Sometimes it may be necessary to retest individuals mid term (some children may get behind while others soar ahead due to different learning experiences) to determine appropriate interventions.

### **Daily, Weekly, Year Plans**

- A shared, written plan informs reasonable use of time of leaders, teachers, principals.
- Plans inform what progress is being made and permits adequate time to prepare for what work is coming in the future.

### **Community Engagement and Celebration of Milestones Considerations**

- Readers' Theatre
- Posting on public library websites
- 'Come read to us' events, contests, competitions
- Reading competition
- Read to the Rotary club
- Recognition of outstanding teachers
- Expanding local resources (and making available to share)

### **Oral Language Vocabulary**

- Develop through daily conversation
- Students speaking in full sentences
- Students telling personal stories (one student per day)
- See words in text on word walls and posted in multiple areas

- All children (all ages) benefit from improving their vocabulary
- Create experiences to get students talking – working with words
- Create different experiences to get students reading (read to a partner, a younger sibling, a parent, a community member, to the whole class)
- Silent reading does not improve fluency and comprehension to the same extent as reading out loud

### **Instructional Strategies**

- Move children forward daily
- Reinforce, practice, take risks
- Personal stories in the community
- Word walls (vocabulary from all subjects)
- Personal word booklets for students listing new vocabulary (all subjects)
- Shoeboxes with letter cards in a center for students to manipulate
- Word/sound walls
- Motivational posters
- Students have little booklets to write down new vocabulary words or new target words and irregular words (practice with each other during other times in the day). Collect the words throughout the year and have a celebration after 500 (or 100)
- Spelling bee for international Literacy Day
- Small events to celebrate learning (Reading and other areas)
- Delegate the work and empower teachers to build their capacity.
- Every staff meeting has one teacher share the highlights from professional academic reading

## TESTIMONIALS AND CELEBRATIONS regarding Reading Intervention Program Success

### Ms Jannet Perez - San Jose Succotz School Standard 3

Ms Perez was an assistant teacher with Ms Isela. Ms Isela mentored her learning of the Reading Intervention Program - ensuring that she had opportunities to learn how to prepare lessons, organize materials, and deliver the lessons effectively. Ms Perez also participated in the 2023 year end assessments. Ms Perez shared that she found the students developed a set of strategies that helped them when reading, particularly those students who had been struggling. She also commented that the Reading Intervention lessons gave her feedback about what her students were learning or where they needed help. As a new teacher, she felt that the Reading Intervention was a valuable teaching tool that she would use in the future with her own class.



### Ms Karina Chulin - San Jose Succotz School Standard 1



Ms Karina used the Reading Intervention Program last year in Standard 3. When used as part of her daily Language Arts time she found students improving and used a blending strategy to assist them. She commented that due to COVID closures Standard 3 was the first year that her students had been able to attend a full year of school. She noted that they needed support in basic letter and sound knowledge and that the Reading Intervention Program gave them support. She reflected on one particular student, Jared, who could not read and was really struggling last year. This year, after his participation in the Reading Intervention she noted that he is a confident reader and uses the strategies from the program.

Ms Miriam - Librarian Benque Library

Both Ms Miriam and her assistant Tanya shared details of how the community were using the library. The 3 area schools come to the library multiple times each week. We observed students using the technology in the library over the lunch hour. Ms Miriam also shared that her staff feels comfortable in supporting students who are struggling with reading "I know how to help them when they come in". This is due to the inclusion of the library staff in Reading Intervention training and previous literacy workshops. Ms Miriam shared the success of her reading packages that the library has created for parents to take home to help their child; more packages had to be assembled due to high demand. Parents were supported as library staff provided instructions and modelled how the packages were to be used. This library also offers support to students after school hours but finds it challenging as many students need to take the bus to get home.



Ms. Andrea Guerra Santa Elena School Principal

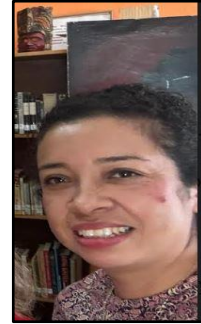


Ms. Andrea and her Administration team embraced this program. Daily Reading intervention was one of their goals for school wide implementation. The teachers understood the elements of the program and when it was delivered consistently it was a success. Ms. Andrea felt that the Reading Intervention ensured that all students developed skills in the language arts. It is worthwhile when used daily, with patience and consistency. It aids children in developing a functional reading ability which is

important beyond school walls.

Ms. Erica Lumsden Santa Elena Library Assistant and Parent

Erica took the Reading Intervention training and used it with students every Wednesday after school. She saw improvements by all students, including those with special needs. She then decided this was a program that she could use with her son at home. Ms. Erica stated "as parents, our first language is Spanish so we had some concerns about our own pronunciation of sounds so we began to google to hear the audio file. This began to help me with my own English language learning".



Ms. Catherine Welch Principal Sacred Heart School

It worked! The staff noticed improvements because the whole school was on board. We created groups across Standards and had a designated time everyday set aside to do Reading Intervention. Participation was monitored by the administration and teachers were asked to include the lesson in their daily lesson plans. We continue to use it this year. Even though Infant 1 and Infant 2 classes did not participate they did use ideas from the Reading Intervention in their language arts area.

Mr. Abel Silva Principal La Immaculada School Arenal



Mr Abel saw the program being successful when it was taught regularly to students. Challenges were the absenteeism due to weather and access to school. Mr Abel was diligent at ensuring that his staff all attended the Zoom meetings that had been scheduled for discussing and offering support. He encouraged his staff to have materials ready.

Mr. Jovannie Coochie Standard 3 La Inmaculada School Arenal

“The Reading Intervention Program was great last year. The structure was easy to follow, especially when all materials had been assembled and were ready” commented Jovannie. In the period February to June 2023 he found the program supported his learners as a whole group. Students enjoyed the lessons and were enthusiastic. This



year he uses the Shared Reading passages frequently. He also has begun to group students for instruction. He shared that he now sees the need to change what students are learning according to their level of success, providing more support to those who require it. Jovannie also shared that he has been using results from in-class assessments to change his practices and is looking at revising his groupings.

The Rotary Satellite Club of San Ignacio Benque Viejo accepted an



invitation from Succotz Library for a story time hour in San Jose Succotz Village Jan 2024 (taken from Facebook). The members, with the children present, engaged in stories about respecting our elders, choosing words wisely and thinking before you judge with follow up questions and discussion. We engaged in arts and crafts where the children made their own

bracelets and ended the story hour with a scrumptious snack. A special thank-you to the librarian Ms. Mitsi Alfaro from Succotz Library for the invitation.

### **Summary of other points raised when discussing success:**

- Teachers mentoring teacher assistants so they learn the program
- Noted success when done effectively
- Using shared reading passages to review sound combinations
- Adapting instructional practices to include grouping for instruction
- Willingness to connect with Literacy Alive team
- Using information from Reading Intervention assessments to plan instruction
- Viewed as a valuable teaching tool to use
- Use of library by schools on a regular basis
- Library providing parent materials that encourage additional reading practice and vocabulary development at home
- Rotary Satellite Club of Benque Viejo connecting with Succotz library to provide a story-time hour for children at the library
- Success for struggling student shows he now has a more positive view of himself as a learner and reader