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M.ENTORING
O.RGANIZED
O.PPORTUNITY FOR
R.EADING
E.XCELLENCE

FRANKLIN ELEMENTARY SCHOOL M.O.O.R.E. PROGRAM

YES YOU CAN



Principal –John W. Moore

C. Townes-Richards D. Cooper D. Delong
Assistant Principals

TEACHER- G. Hargrove

HEMPSTEAD PUBLIC SCHOOL DISTRICT PROGRAM

Principal- John W. Moore

Assistant Principal- C. Townes- Richards

Assistant Principal- D cooper

Assistant Principal- D. Delong

FRANKLIN ELEMENTARY SCHOOL M.O.O.R.E. PROGRAM

M.O.O.R.E. (Mentoring Organized Opportunity for Reading Excellence) Program

Coordinator/Teacher Gertrude Hargrove

PURPOSE

M.O.O.R.E is an educational program at Franklin school, in which community volunteers , college students and student peers assist the students in reading, writing, listening, speaking, and reasoning, to bring out their true potential. **M.O.O.R.E.** is not a curriculum; it is a proven strategy for student improvement. The **M.O.O.R.E.** program is centered on the students, so it can be modified based on the student's needs, curriculum and resources.

GOALS AND OBJECTIVES

Our first goal in the **M.O.O.R.E.** Program is to help students make individual improvement, and the best way to improve is through individually focused efforts. Therefore, each student is assigned an individual mentor. This is consistently maintained as much as possible, so that the students become accustomed to the mentor and the mentor can identify the student's strengths and weakness and help them make improvement.

Our second goal is to help the student make improvement specifically in their reading, writing, and learning skills. To improve in reading skills they are given access to a large number of educational books and children's novels, from which the students are able to read under the mentor's guidance. To develop their writing skills they are frequently given writing assignments which are checked by the mentors and teacher. Each child is able to read their stories poems, and composition to the mentor and to the group. Lastly, to advance their learning skills students are given skill packets, which include a variety of topics, for example math logic, geography, literature, and science. The skill packets require the students to combine and add on the topics they have covered, thus improving their overall learning skills. The student's progress is both recorded and tested by the mentors under the supervision of Mrs. Hargrove.

DURATION (DAY AND TIME) OF THE PROGRAM

M.O.O.R.E. Program renders service to a maximum of fifty one second and third grade students who are experiencing difficulty in reading and English Language Arts, Monday through Thursday during the regular school day in thirty-five minute sessions beginning at 9:25 AM and ending at 2:25 PM.

TARGET POPULATION

The target population at Franklin School consists of second and third graders, with the greatest need in reading and Language Arts from(lowest to highest). The following criteria may be used in combination to select target students for M.O.O.R.E..

- ❖ **Prior standardized test scores**
- ❖ **Teacher ranking**
- ❖ **Individualized reading levels (IRL)**
- ❖ **District or state assessments**

FUNDING SOURCE(S)

The funding for the program is provided by the Hempstead Public School District. However the mentors ar provided by various community and county agencies.

- ❖ **Foster Grandparents Program**
- ❖ **Nassau County Department of Senior Citizens Affairs**
- ❖ **Retired Teachers Association**
- ❖ **Parents and Community volunteers (PTO)**
- ❖ **Student volunteers**
- ❖ **College and University work study students**

HOW IS THE PROGRAM EVALUATED ?

Several components of the M.O.O.R.E. Program can be used to evaluate the growth , an individual student has achieved. Individual information and percentage can tell a great deal about the program's success.

For example

When looking at the impact on a particular student, we consider combination of academic and nonacademic data such as:

- ❖ Pre and post student instructional Reading Level
- ❖ Classroom assessment
- ❖ Attainment of M.O.O.R.E. objectives
- ❖ Number of books read
- ❖ Writing samples
- ❖ Teacher observation
- ❖ Attendance Record
- ❖ Behavior referrals
- ❖ Mentor observation
- ❖ M.O.O.R.E. DATA (weekly activities performance, relationships with mentors, behavior)
- ❖ Pre and Post scores from state and district tests

M.O.O.R.E. Program is cautious about using nationally or state test as sole indicators of academic growth. They are generally considered to be less reliable indicators of individual achievements.

HOW DO YOU DETERMINE ITS EFFECTIVENESS?

The effectiveness of M.O.O.R.E. Program generally includes achievement and growth information for

groups. We review the program goals and analyze the kind of data that is relevant to those goals and objectives. In a study of effectiveness, the following data may be reported:

- ❖ Pre and Post scores from standardized Language Arts /Reading Tests
- ❖ Number of students meeting academic exit criteria
- ❖ M.O.O.R.E. assessment tools (pre and Post test scores
- ❖ Mentors opinion
- ❖ Student attitude
- ❖ Teacher observation
- ❖ Student behavior
- ❖ Parent opinion
- ❖ Number of grade retention
- ❖ Reading levels gains
- ❖ Students opinion

Once specific data has been analyzed we determine if the desired results have been achieved. If goals are not met, then we make a specific plan to see where changes need to occur. The process helps assure success in a very positive and concrete way.

THE M.O.O.R.E.(RDA) READING DIAGNOSTIC ASSESSMENT

The Reading Assessment is a graduated collection of reading exercises designed to measure student performance on objectives associated with reading.

We use M.O.O.R.E. Reading Assessment(RDA) tools especially during the first year. There are other assessment strategies that can be used as a replacement for or in addition to the M.O.O.R.E. (RDA) such as other criterion-referenced tests, basal assessment district or state test and standard, classroom teacher assessment, portfolios, writing samples etc., Some other assessment strategy or tool that is district or state specific can also be used ., This is acceptable as long as the information collected can be identified within the M.O.O.R.E. Language Arts Profile for objectives..

THE RDA is used to:

- ❖ Identify specific reading objectives for instructional purposes
- ❖ Determine student proficiency of identified reading objectives
- ❖ Track student progress toward attainment of reading objectives

FRANKLIN SCHOOL M.O.O.R.E. PROGRAM
Reading Diagnostic Assessment (RDA) Results
2006-2007

NO	STUDENTS	Word Analysis PART 1	WORD Analysis PART 2	Word Analysis PART 3	Word Analysis PART 4	Word Analysis PART 5	Vocabulary	Comprehension	# of Rdg. Items Mastered
1.		8/12	4/6	31/58	4/12	13/30	13/17	13/28	89/163
2.		8/12	6/6	54/58	9/12	26/30	15/17	26/28	146/163
3.		4/12	6/6	38/58	3/12	23/30	12/17	1/28	99/163
4.		NA	NA	NA	NA	NA	NA	NA	NA
5.		10/12	6/6	54/58	10/12	28/30	17/17	28/28	149/163
6.		11/12	6/6	50/58	10/12	22/30	17/17	22/28	138/163
7.		9/12	6/6	46/58	10/12	27/30	17/17	27/28	145/183
8.		12/12	6/6	53/58	11/12	25/30	16/17	23/28	146/163
9.		9/12	6/6	44/58	9/12	14/17	14/17	27/28	131/163
10.		12/12	6/6	51/58	11/12	22/30	15/17	24/28	141/163
11.		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12.		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
13.		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
14.		10/12	6/6	49/58	9/12	25/30	16/17	22/28	139/163
15.		12/12	6/6	51/58	9/12	26/30	17/17	28/28	149/183
16.		12/12	6/6	48/58	11/12	28/30	16/17	23/28	143/163
17.		10/12	6/6	54/58	10/12	27/30	27/28	27/28	149/163
18.		10/12	6/6	50/58	10/12	26/30	16/17	24/28	142/163
19.		11/12	6/6	30/58	6/12	22/30	12/17	13/28	108/163
20.		NA	NA	NA	NA	NA	NA	NA	NA
21.		12/12	6/6	57/58	10/12	27/30	17/17	26/28	150/163
22.		8/12	6/6	56/58	10/12	15/30	15/17	22/28	132/163

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11/12	6/6	56/58	11/12	26/30	16/17	26/28	150/163
10/12	6/6	48/58	8/12	25/30	14/17	23/28	134/163
NA	NA	NA	NA	NA	NA	NA	NA
10/12	6/6	55/58	9/12	22/30	16/17	23/30	146/163
7/12	5/6	42/58	7/12	16/30	8/17	11/28	97/163
9/12	6/6	36/58	4/12	20/30	13/17	14/28	102/163
12/12	5/6	50/58	9/12	25/30	17/17	26/28	147/163
9/12	6/6	50/58	11/12	20/30	14/17	21/28	131/163
10/12	6/6	39/58	7/12	20/30	13/17	21/28	117/163
10/12	6/6	40/58	8/12	22/30	14/17	22/38	124/163
10/12	6/6	48/58	9/12	25/30	14/17	24/28	136/163
10/12	6/6	50/58	8/12	25/30	15/17	22/28	135/163
9/12	6/6	36/58	6/12	16/30	8/17	21/28	111/163
11/12	6/6	46/58	12/12	26/30	15/17	27/27	144/163
10/12	6/6	55/58	9/12	22/30	14/17	18/28	134/163
9/12	6/6	48/58	12/12	30/30	15/17	24/28	144/164
9/12	6/6	45/58	9/12	25/30	15/17	24/28	135/163
10/12	6/6	40/58	4/12	14/30	10/17	17/28	101/163
12/12	6/6	41/58	9/12	24/30	17/17	26/28	135/163
10/12	6/6	48/58	12/12	29/30	17/17	27/28	157/163
11/12	6/6	55/58	12/12	29/30	17/17	26/28	156/163
12/12	6/6	52/58	11/12	29/30	17/17	22/28	149/163
4/12	5/6	36/58	2/12	21/30	12/17	12/28	87/163
4/12	3/6	20/58	2/12	10/30	10/17	10/28	59/163
8/12	6/6	44/58	5/12	24/30	14/17	25/28	128/163
10/12	6/6	48/58	12/12	28/30	14/17	24/28	142/163
12/12	6/6	49/58	2/12	24/30	15/17	23/28	125/163
8/12	6/6	49/58	7/12	24/30	15/17	25/28	134/163

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5/12	6/6	47/58	7/12	28/30	12/17	24/28	132/163
11/12	5/6	49/58	11/12	22/30	16/17	21/28	135/163
4/12	6/6	45/58	9/12	27/30	17/17	24/28	138/163
7/12	6/6	48/58	9/12	25/30	17/17	23/28	138/163
12/12	6/6	50/58	12/12	28/30	17/17	28/28	148/163
9/12	6/6	48/58	7/12	18/30	11/17	20/28	129/163
12/12	6/6	51/58	8/12	25/30	17/17	27/28	146/163
11/12	6/6	53/58	9/12	27/30	17/17	23/28	146/163

(IRI) INFORMAL READING INVENTORY

The Informal Reading Inventory (IRI) assessment tests students to determine placement in M.O.O.R.E. Reading Diagnostic Assessment. It assures appropriate reading levels for objective reinforcement and self-selection or prescription of literature books. The assessment also documents reading growth. This inventory is given at the beginning and end of the M.O.O.R.E. Program, however if a student achieves above average, during the course of the year the assessment will be administered on a different level more frequently, the results will determine whether or not the student will be exited from the program.

FRANKLIN SCHOOL
M.O.O.R.E. (Mentoring Organized Opportunity for Reading Excellence) Program
Mentoring program
IRL (Individual Reading Level)
2006-2007

NAME	Sight Word Sept.	Sight Words June	IRL Reading Sept	IRL Reading June	Sight Word Gain	IRL RDG. Gain
	NR	pp	PP	P	1YR	1YR
	PP	2	PP	3	2YRS	4YRS
	PP	1	PP	1	1YR	2YRS
	P	NA	NA	NA	NA	NA
	PP	2	PP	3	3YRS	4YRS
	1	2.5	1	2.5	1.5	1.5YRS
	1	6	2	2.5	5YRS	.5
	2	6	2	3.5	4YRS	1.5YRS
	1	2.5	1	2	1.5YR	1YR
	3	NA	NA	NA	NA	NA
	2	NA	NA	NA	NA	NA
	2	NA	NA	NA	NA	NA

NAME	SIGHT WORD SEPT.	SIGHT WORD JUNE	IRL RDG. LEVEL SEPT.	IRL RDG LEVEL JUNE	SIGHT WORD GAIN	IRL RDG. GAIN
	2	4	2.5	4	2YRS	2.5YRS
	2.5	6	2.5	4	3.5YRS	1.5YRS
	2.5	6	2.5	3.5	3.5YRS	1.5YRS
	2	3	2.5	3.5	1YR	1.5YRS
	PP	3.5	PP	3	4YRS	4YRS
	PP	1	PP	1	2	2
	2	NA	2	NA	NA	NA
	3	6	3	5	3YRS	2YRS
	2.5	6	2	4	3.5YRS	2YRS
	2	6	2	4	4YRS	2YRS
	1	6	2	4	4YRS	2YRS
	NR	NA	NA	NA	NA	NA
	PP	2	PP	2	3 YRS	3YRS
	2	3	2	3	1YR	1YR
	P	2	1	2.5	2	1.5YRS
	P	1.5	P	3	1.5YRS	3YRS
	1	.5	1	3	.5	2YRS
	2	3	2	3	1YR	1YR

NAME	SIGHT WORD SEPT.	SIGHT WORD JUNE	IRL LEVEL SEPT.	IRL LEVEL JUNE	SIGHT GAIN	IRL READING LEVEL GAIN
	PP	3	PP	3	4YRS	4YRS
	PP	1	NR	2	2YRS	4YRS
	1	2	P	2	1YR	2YRS
	2	3.5	1	3.5	1.5	2.5
	1.5	3	1	3	1.5	2.YRS
	PP	2	PP	1.5	2YRS	1.5YRS
	PP	3	PP	3	4YRS	4YRS
	1.5	3	1	3	1.5	2YRS
	3	6	3	5	3YRS	2YRS
	2	3.5	2	3.5	1.5YRS	1.5
	2	6	2	3.5	4YRS	1.5
	PP	P	PP	P	1YR	1YR
	NR	PP	NR	PP	1YR	1YR
	2	4	2	4	2YRS	2YRS
	2	3	2	4	1YR	2YRS
	PP	1	NR	1	2YRS	3YRS
	PP	2	PP	2	2YRS	2YRS
	P	2	P	2.5	2YRS	1.5YRS
	1	2	1	2	1YR	1YR
	2	3	2	3	1YR	1YR

NAME	SIGHT WORD SEPT	SIGHT WORD JUNE	IRL READING SEPT.	IRL READING JUNE	SIGHT WORD GAIN	IRL RDG. GAIN
	2	3	2	3	1YR	1YR
	3	6	3	4	3YRS	1YR
	2	3	2.5	4	1YR	1.5
	2	5	2	4	3YRS	2YRS
	1	2	2	3	1YR	1YR

CODE: NR-NON-READER PP=PRE PRIMER P-PRIMER READING LEVEL; NUMERICAL #'S

Language Arts Profile of Objectives ORANGE LEVEL ASSESSMENT

NAME

TEACHER : **G.Hargrove**

PROGRAM ENTRY DATE:

SCHOOL: **Franklin Elementary School**

EXIT DATE:

OBJECTIVE DESCRIPTION	TEACH/ATTAINED RECORD
WORD ANALYSIS	
WA 1.0 Rhyming	
WA 2.0 Consonants	
WA 2.1 consonants 'b'	
WA 2.2 consonants 'c'	
WA 2.2.1 hard -- 'c' (cat)	
WA 2.2.2 soft -- 'c' (cent)	
WA 2.3 consonants 'd'	
WA 2.4 consonants 'f'	
WA 2.5 consonants 'g'	
WA 2.5.1 hard -- 'g' (go)	
WA 2.5.2 soft -- 'g' (gym)	
WA 2.6 hard and soft 'c'/g'	
WA 2.7 consonants 'h'	
WA 2.8 consonants 'j'	
WA 2.9 consonants 'k'	
WA 2.10 consonants 'l'	
WA 2.11 consonants 'm'	
WA 2.12 consonants 'n'	
WA 2.13 consonants 'p'	
WA 2.14 consonants 'r'	
WA 2.15 consonants 's'	
WA 2.16 consonants 't'	
WA 2.17 consonants 'v'	
WA 2.18 consonants 'w'	
WA 2.19 consonants 'x'	
WA 2.20 consonants 'y'	
WA 2.21 consonants 'z'	
WA 2.22 'qu'	
WA 2.23 irregular 'f' (ph/gh)	
WA 3.0 Digraphs	
WA 3.1 digraph 'sh'	

OBJECTIVE DESCRIPTION	TEACH/ATTAINED RECORD
WA 3.2 digraph 'ch'	
WA 3.3 digraph 'th'	
WA 3.4 digraph 'wh'	
WA 4.0 Blends	
WA 4.1 Initial blends	
WA 4.1.1 's-' blends	
WA 4.1.2 '-r' blends	
WA 4.1.3 '-l' blends	
WA 4.1.4 three letter blends	
WA 4.2 final blends	
WA 5.0 Vowels	
WA 5.1 regular short vowels	
WA 5.1.1 short 'a'	
WA 5.1.2 short 'e'	
WA 5.1.3 short 'i'	
WA 5.1.4 short 'o'	
WA 5.1.5 short 'u'	
WA 5.2 regular long vowels	
WA 5.2.1 long 'a'	
WA 5.2.2 long 'e'	
WA 5.2.3 long 'i'	
WA 5.2.4 long 'o'	
WA 5.2.5 long 'u'	
WA 5.2.6 long 'y'	
WA 5.3 regular short-long vowels	
WA 5.4 'r' controlled vowels	
WA 5.4.1 regular 'er'	
WA 5.4.2 regular 'ir'	
WA 5.4.3 regular 'ur'	
WA 5.4.4 regular 'ar'	
WA 5.4.5 regular 'or/e)	

Shaded line indicates no assessment available, but prescriptions recommended for mixed practice.

This lists represents tested objectives only. Refer to the complete Profile of Objectives for additional objectives that are appropriate for this level.

**Language Arts Profile of Objectives
ORANGE LEVEL ASSESSMENT**

OBJECTIVE DESCRIPTION	TEACH/ATTAINED RECORD	
WA 6.0 Endings		
WA 6.1 regular endings		
WA 6.1.1 regular '-s' ending		
WA 6.1.2 regular '-es' ending		
WA 6.1.3 regular '-er','or' endings		
WA 6.1.4 regular '-ed' ending		
WA 6.1.5 regular '-ing' ending		
WA 6.1.6 regular '-y' ending		
WA 6.2 irregular/variant endings		
WA 6.2.1 'y' to 'i'		
WA 6.2.2 double constants		
WA 6.2.3 drop e		
WA 6.2.4 f-v		
WA 6.2.5 irregular plurals		
WA 6.2.6 irregular verbs		
WA 7.0 Compounds		
WA 8.0 Contractions		
WA 9.0 Affixes		
WA 9.2 prefixes		
WA 9.2.1 'un-'		
WA 9.2.2 're-'		
WA 9.3 suffixes		
WA 9.3.1 '-ly'		
WA 9.3.2 '-ful'		
WA 10.0 Syllabication		
WA 10.1 syllabication: counting		
WA 11.0 Possessives		
WA 11.2 possessives: plural		
VOCABULARY		
V 1.0 Sight Vocabulary		
V 2.0 Antonyms/Synonyms/ Homonyms		
V 2.1 antonyms		

OBJECTIVE DESCRIPTION	TEACH/ATTAINED RECORD	
V 2.2 synonyms		
V 2.3 homonyms		
V 3.0 Word Meanings		
V 3.1 definitions		
V 3.2 multiple meanings		
COMPREHENSION		
C 1.0 Main Idea		
C 1.1 detail supporting the main idea		
C 1.2 summarizing main idea		
C 2.0 Sequence		
C 2.1 sequence of events/ideas		
C 3.0 Compare and Contrast		
C 3.1 classifying		
C 4.0 Cause and Effects		
C 5.0 Inference/Draw Conclusions		
C 6.0 Using Context		
C 9.0 Figures of Speech		
C 9.1 figurative language		
C 9.2 simile/metaphor		
C 10.0 Evaluating Text		
C 10.1 determining validity		
C 10.2 author's purpose/bias/propaganda		

Shaded line indicates no assessment available, but prescriptions recommended for mixed practice.

This list represents tested objectives only. Refer to the complete Profile of Objectives for additional objectives that are appropriate for this level.