

Rhode Island Department of Elementary and Secondary Education (RI)

(S371C190019) \$1,000,000 proposes to support existing subgrantees. Subgrantees have been supported with a variety of training and resources to ensure that high quality curriculum and materials are being utilized, coupled with professional learning to ensure fidelity of implementation within the classroom. While Rhode Island's Right to Read Act requires all early learning providers to receive science of learning training, additional steps can ensure that that training is used as effectively as possible. An early learning literacy assessment is another component of evidence-based practice that will support teachers in aligning scientific reading instruction with their curriculum and provide students with evidence-based activities that increase foundational literacy skills. Student proficiency of foundational reading skills would be measured with this assessment and through data analysis, instruction would be targeted to ensure all students participate in evidence-based literacy best practices. At the elementary and secondary level several other areas of need have been identified which, if addressed, could considerably improve student outcomes. While teachers have received ongoing science of reading training, additional support is needed to ensure it is fully integrated within each classroom. Subgrantees will utilize an implementation toolkit that will walk them through the steps of integrating science of reading. There are two stages of this toolkit to allow for a phased in approach. At the secondary level teachers will be trained on intervention programs and then supported through the implementation phase with ongoing training modules.