



learning **L2** together™

Results

*District: Carrollton-Farmers Branch, ISD
Program: Reading Together Grade Two™
Model: Adults, volunteer tutors
Implementation: In-School*

Read what At-Risk Support Facilitator Zelene Lovitt says about...

Targeting subgroups

*Carrollton-Farmers Branch, ISD in the greater Dallas, Texas area is a district of approximately 25,000 students. In recent years, the district has seen a burgeoning of minority, limited English speaking, and low socioeconomic students in its ranks. **In an effort to support all our students, many programs have been implemented, including a community volunteer model using Reading Together™.***

Meeting campus needs

Reading Together™ was originally implemented on our elementary campuses with fifth-grade tutors working with second-grade tutees. However, one of these original Reading Together™ K-5 campuses, Montgomery Elementary, was changed to a K-2 school. The Reading Together™ coordinator was already in place, trained and experienced, and the second-graders were there, needing intervention. What was missing was a source of readily available tutors. So, when Citigroup approached our superintendent looking for a volunteer opportunity, this campus was perfect for a volunteer Reading Together™ program.

Getting results

*At Montgomery Elementary, the participating second graders, mainly English Language Learners, worked with community volunteers. **The results were excellent – 81 percent of the tutees ended the year on or above grade level.** At another campus, McWhorter Elementary, we used the same model with the same variations; however, this time, the volunteer tutors were retired teachers. **The year ended with outstanding results – 100 percent of their tutees were on or above grade level!***

reading **R2** together

Measurable results

Montgomery Elementary
81% tutees ended year at or above grade level

McWhorter Elementary
100% tutees ended year at or above grade level

Community Tutors and Reading Together™

Read what Zelene says about ...

Meeting community and school needs

Citigroup came to us with the idea of having their employees participate in an experience to demonstrate leadership. We provided training onsite at the Citigroup facility. Because of an abbreviated training schedule, a few modifications were made. Volunteers were well trained in the basics of the program (how to correct, model reading, paraphrase, question, use the manuals, etc.), but we opted not to have the volunteers complete progress forms. They also did not participate in debriefing after each tutorial session, simply because of scheduling.

Staying flexible

Volunteers used extended lunch hours to visit our campus and work with our students. This meant that everyone came at different times, depending on their lunch schedules. This was a variation from other schools, where 15 tutors met with the campus coordinator for tutor preparation before each lesson and 15 pairs of students came together for the one-on-one tutoring sessions. Instead, volunteers came at their scheduled times and met one-on-one with their tutees. Another adaptation was that the volunteers had a job share arrangement for their tutorial responsibilities. Initially, both people in the job share came for tutorials so that bonding with the tutee could occur. After about the third lesson, the volunteers alternated conducting lessons.

Working out logistics

The logistics of this worked well for all involved. We worked in concert with Citigroup and the school principal to ensure that all processes and plans were in place for a successful implementation and then monitored progress. The campus coordinator funneled information back and forth. For example, if a volunteer or student was going to be absent, the coordinator made the calls to Citigroup and the school.



Celebrating success

All went smoothly. At the end of the year, everyone came together for the ending celebration. There were close to 40 adults who had given their time. The program was a success for the students and the volunteers!