

Elementary Reading Plan (2019-2020)

School Name/Number: Rykers' Ridge Elementary School-3321

Corp Name/Number: Madison Consolidated Schools/3995

Submitted on 6/11/2019 12:01:28 PM

Leadership

Does the school have a leadership team in place? Yes

How often does the team meet? Other (Monthly)

Name	Position
Darla Mahoney	Reading Coach
Jill Mires	Principal

Core Program (Tier 1)

Nat Geo Reach for Reading

Dyslexia Indicators Used: Phonological/Phonemic Awareness, Alphabet Knowledge, Sound Symbol Relationship, Decoding Skills, Rapid Naming Skills, Encoding Skills,

Reading Block Minutes (Tier 1) Ninety Minutes Minimum

Grade	Minutes
Kindergarten	90
First	90
Second	90
Third	90
Fourth	90

Intervention Outside the 90 Minute Reading Block

Grades	Kindergarten, First, Second, Third, Fourth
Intervention Types	Leveled Literacy Intervention (LLI)
Tiers	Tier 2
Duration	30 minutes a day
Group Meeting Frequency	At least daily
Intervention Description	
Number of Students 'At Risk' for Dyslexia 2018 - 2019	N/A
Number of Students administered (Universal) Screener 2018 - 2019	N/A

Grades	Kindergarten, First, Second
Intervention Types	Voyager
Tiers	Tier 2
Duration	30 minutes a day
Group Meeting Frequency	At least daily
Intervention Description	

Number of Students 'At Risk' for Dyslexia 2018 - 2019 N/A
Number of Students administered (Universal) Screener 2018 - 2019 N/A

Grades Kindergarten
Intervention Types Other
Tiers Tier 2, Tier 3
Duration 30 minutes a day
Group Meeting Frequency At least daily
Intervention Description Peabody Language Kit
Number of Students 'At Risk' for Dyslexia 2018 - 2019 N/A
Number of Students administered (Universal) Screener 2018 - 2019 N/A

Grades Kindergarten
Intervention Types Other
Tiers Tier 2, Tier 3
Duration 30 minutes a day
Group Meeting Frequency At least daily
Intervention Description Scott Foresman Early Intervention
Number of Students 'At Risk' for Dyslexia 2018 - 2019 N/A
Number of Students administered (Universal) Screener 2018 - 2019 N/A

Grades Kindergarten, First, Second, Third, Fourth
Intervention Types Other
Tiers Tier 2, Tier 3
Duration 30 minutes a day
Group Meeting Frequency At least daily
Intervention Description Benchmark Phonics StartUp, BuildUp, and SpiralUp
Number of Students 'At Risk' for Dyslexia 2018 - 2019 N/A
Number of Students administered (Universal) Screener 2018 - 2019 N/A

Grades Kindergarten, First, Second, Third
Intervention Types Other
Tiers Tier 2, Tier 3
Duration 30 minutes a day

Group Meeting Frequency	At least daily
Intervention Description	Elements of Comprehension
Number of Students 'At Risk' for Dyslexia 2018 - 2019	N/A
Number of Students administered (Universal) Screener 2018 - 2019	N/A

Grades	Second
Intervention Types	Other
Tiers	Tier 2, Tier 3
Duration	30 minutes a day
Group Meeting Frequency	At least daily
Intervention Description	Benchmark Fluency
Number of Students 'At Risk' for Dyslexia 2018 - 2019	N/A
Number of Students administered (Universal) Screener 2018 - 2019	N/A

Grades	Third, Fourth
Intervention Types	Read 180
Tiers	Tier 3
Duration	90 minutes a day
Group Meeting Frequency	Four days a week
Intervention Description	
Number of Students 'At Risk' for Dyslexia 2018 - 2019	0
Number of Students administered (Universal) Screener 2018 - 2019	0

Grades	Kindergarten, First, Second
Intervention Types	Other
Tiers	Tier 2
Duration	30 minutes a day
Group Meeting Frequency	At least daily
Intervention Description	SRA
Number of Students 'At Risk' for Dyslexia 2018 - 2019	N/A
Number of Students administered (Universal) Screener 2018 - 2019	N/A

Grades	Kindergarten, First, Second, Third, Fourth
Intervention Types	Other

Tiers	Tier 2
Duration	30 minutes a day
Group Meeting Frequency	At least daily
Intervention Description	Sound Partners
Number of Students 'At Risk' for Dyslexia 2018 - 2019	0
Number of Students administered (Universal) Screener 2018 - 2019	0

Assessment Plans And Goals

Grade	Kindergarten
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Pre-Kids, Fountas and Pinnell, LAS Links, Letter Naming (LN), Letter Sounds (LS), Phonemic Sounds (PS), Word Reading Fluency (WRF), Oral Reading Fluency, NWEA
Progress Monitoring	Yes
Description	Progress Monitor Intensive students Weekly-Tier 3 Strategic Students/Borderline Benchmark-Tier 2 every 2-3 weeks Benchmark students - Tier 1- MOY, EOY
Summative Assessments	Yes
Description	Assessments for Standards, End of Unit assessments in Reach for Reading, F & P, NWEA
Grade Level Mid-Year Goals	80% print concepts, phonics, phonemic awareness, vocabulary, fluency, and comprehension 80% Word Wall Words 85% Fountas and Pinnell- B- optional assessment
Grade Level End-Year Goals	80% print concepts, phonics, phonemic awareness, vocabulary, fluency, and comprehension 80% Word Wall Words 85% Fountas and Pinnell- D-optional assessment
Diagnostic Tools	Yes
Description	Woodcock Johnson, Benchmark Phonics Assessment, Peabody Language Assessment, Reach for Reading Diagnostic Tools, Fountas and Pinnell Benchmark

Grade	First
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Fountas and Pinnell, LAS Links, Letter Naming (LN), Letter Sounds (LS), Phonemic Sounds (PS), Oral Reading Fluency (ORF), CoGAT, Word Reading Fluency, Reach for Reading, NWEA
Progress Monitoring	Yes
Description	Fountas and Pinnell Reading Records Progress Monitor Intensive students - Tier 3 -weekly Strategic Students/ Borderline Benchmark-Tier 2 every 2-3 weeks Benchmark students Tier 1 BOY, MOY, EOY
Summative Assessments	Yes
Description	Assessments for Standards, eAssessments from Nat. Geo., End of Unit assessments in Reach for Reading, NWEA

Grade Level Mid-Year Goals	Oral Reading fluency correct per minute on grade level material 80% Fry words #101-200 80% reading percentile average of above-NWEA 85% Fountas and Pinnell- G-optional assessment
Grade Level End-Year Goals	Oral Reading fluency correct per minutes 80% Fry words #101-200 80% reading percentile average of above-NWEA 85% Fountas and Pinnell- J-optional assessment
Diagnostic Tools	Yes
Description	NWEA, F & P, Reach for Reading

Grade	Second
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Fountas and Pinnell, LAS Links, Word Reading Fluency (WRF), Oral Reading Fluency, NWEA, PIVOT Inspect, Reach for Reading
Progress Monitoring	Yes
Description	Fountas and Pinnell Reading Records-optional Progress Monitor Intensive students - Tier 3 -weekly Strategic Students/ Borderline Benchmark-Tier 2 every 2-3 weeks Benchmark students Tier 1 BOY, MOY, EOY
Summative Assessments	Yes
Description	End of Unit assessments in Reach for Reading, NWEA,
Grade Level Mid-Year Goals	Oral Reading Fluency correct per minute on grade level material 80% master Fry grade level words #201-300 80% reading percentile average of above for foundations, literacy and nonfiction, vocabulary, writing 85% Fountas and Pinnell- L-optional assessment
Grade Level End-Year Goals	Oral Reading Fluency correct per minute on grade level material 80% master Fry grade level words #201-300 80% reading percentile average of above for foundations, literacy and nonfiction, vocabulary, writing 85% Fountas and Pinnell- N-optional assessment
Diagnostic Tools	Yes
Description	NWEA, F & P, Reach for Reading

Grade	Third
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Fountas and Pinnell, LAS Links, Word Reading Fluency (WRF), Oral Reading Fluency, NWEA, PIVOT Inspect, Reach for Reading
Progress Monitoring	Yes
Description	Fountas and Pinnell Reading Records Progress Monitor Intensive students - Tier 3 -weekly Strategic Students/ Borderline Benchmark-Tier 2 every 2-3 weeks Benchmark students Tier 1 BOY, MOY, EOY
ISTEP + Summative	Yes
Description	IREAD ISTEP Reach for Reading NWEA

Grade Level Mid-Year Goals	Oral Reading Fluency correct per minute on grade level material 80% master Fry grade level words #301-400 80% reading percentile average of above for foundations, literacy and nonfiction, vocabulary, writing 85% Fountas and Pinnell- O-optional assessment
Grade Level End-Year Goals	Oral Reading Fluency correct per minute on grade level material 80% master Fry grade level words #301-400 80% reading percentile average of above for foundations, literacy and nonfiction, vocabulary, writing 85% Fountas and Pinnell- Q-optional assessment
Diagnostic Tools	Yes
Description	NWEA, F & P, Reach for Reading

Grade	Fourth
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Fountas and Pinnell, LAS Links, Word Reading Fluency (WRF), Oral Reading Fluency, NWEA, PIVOT Inspect, Reach for Reading
Progress Monitoring	Yes
Description	Fountas and Pinnell Reading Records Progress Monitor Intensive students - Tier 3 -weekly Strategic Students/ Borderline Benchmark-Tier 2 every 2-3 weeks Benchmark students Tier 1 BOY, MOY, EOY
ISTEP + Summative	Yes
Description	ISTEP Reach for Reading NWEA
Grade Level Mid-Year Goals	Oral Reading Fluency correct per minute on grade level material 80% master Fry grade level words #401-700 80% reading percentile average of above for foundations, literacy and nonfiction, vocabulary, writing 85% Fountas and Pinnell- R-optional assessment
Grade Level End-Year Goals	Oral Reading Fluency correct per minute on grade level material 80% master Fry grade level words #401-700 80% reading percentile average of above for foundations, literacy and nonfiction, vocabulary, writing 85% Fountas and Pinnell- T-optional assessment
Diagnostic Tools	Yes
Description	NWEA, F & P, Reach for Reading

Professional Development

Core Reading Program Professional Development

In accordance with the Indiana K-6 Reading Framework, teachers will receive job embedded professional development with instructional leaders, grade level meetings, Reach for Reading on-going professional development, conference attendance when available and applicable to data driven instructional professional development goals.

Reading Intervention Professional Development

MCS provides instruction on data analysis, STEM, small flexible groups through coaches and outside training sessions. Interventionists have monthly meetings.

Reading Assessment Professional Development

Interventionists and classroom teachers will receive PD on Close Reading, Argumentative Writing, monthly data meetings

Parent/Guardian Communication

Phone calls, newsletters, visits, Parent/teacher/student conferences, automated calls, Social media, school website, Texts, Academic Events, Open House, Title One Events, PTO Family Events, Title One Notifications/Tier 2, NWEA progress reports, iLearn reports, iREAD reports

Remediation Structure
