

Elementary Reading Plan (2019-2020)

School Name/Number: Deputy Elementary School-3301

Corp Name/Number: Madison Consolidated Schools/3995

Submitted on 6/11/2019 12:08:17 PM

Leadership

Does the school have a leadership team in place? Yes

How often does the team meet? Other (Once a month)

Name	Position
Darla Mahoney	Reading Coach
Janet McCreary	Principal
Jill Mires	District Administrator

Core Program (Tier 1)

National Geography

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	Core Intervention
Tiers	Tier 2
Duration	30 minutes a day
Group Meeting Frequency	At least daily
Intervention Description	SRA, Leveled Literacy Intervention (LLI), Sound Partners
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	Core Intervention
Tiers	Tier 2
Duration	30 minutes a day
Group Meeting Frequency	At least daily
Intervention Description	Voyager

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	Core Intervention
Tiers	Tier 3
Duration	30 minutes a day
Group Meeting Frequency	At least daily
Intervention Description	Read 180, Read Naturally
Number of Students 'At Risk' for Dyslexia 2018 - 2019	N/A
Number of Students administered (Universal) Screener 2018 - 2019	N/A

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	NWEA, Letter sounds, HSIW, ORF, COGAT, F&P, WRF, LAS Links, Reach for Reading, Nat Geo Assessments
Progress Monitoring	Yes

Description	Tier 3: weekly Tier 2: bi-weekly Tier 1: BOY, MOY, EOY
Summative Assessments	Yes
Description	NWEA, Reach for Reading, F&P
Grade Level Mid-Year Goals	Oral reading fluency correct per minute on grade level material, 80% of students consistently identify Fry words 101-200, 80% of students achieving reading percentile average or above for foundations, literacy, and non-fiction, vocabulary, and writing. 85% of students F&P G
Grade Level End-Year Goals	Oral reading fluency correct per minute on grade level material, 80% of students consistently identify Fry words 101-200, 80% of students achieving reading percentile average or above for foundations, literacy, and non-fiction, vocabulary, and writing. 85% of student F&P J
Diagnostic Tools	Yes
Description	NWEA, F&P, Reach for Reading

Grade	Second
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	NWEA, F&P, ORF, LAS Links, WRF
Progress Monitoring	Yes
Description	Tier 1: BOY, MOY, EOY Tier 2: bi-weekly Tier 3: weekly
Summative Assessments	Yes
Description	Reach for Reading, NWEA, F&P
Grade Level Mid-Year Goals	Oral Reading Fluency-Words Correct per minute on grade level material, 80% of students consistently mastery Fry grade level words (201-300), and 80% of students achieving reading percentile average or above for foundations, literacy and non-fiction, vocabulary, and writing. 85% of students F&P L
Grade Level End-Year Goals	Oral Reading Fluency-Words Correct per minute on grade level material, 80% of students consistently mastery Fry grade level words (201-300), and 80% of students achieving reading percentile average or above for foundations, literacy and non-fiction, vocabulary, and writing. 85% of students F&P N
Diagnostic Tools	Yes
Description	F&P Benchmark, Quick Phonics Screener

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 ILEARN Reach for Reading
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	ORF, WRF, NWEA, PIVOT, F&P, and Reach for Reading
Progress Monitoring	Yes
Description	Tier 1: BOY, MOY, EOY Tier 2: bi-weekly Tier 3: weekly
ISTEP + Summative	Yes
Description	ILEARN, NWEA
Grade Level Mid-Year Goals	Oral Reading Fluency-Words Correct per minute on grade level material, 80% of students consistently mastery Fry grade level words (401-700), and 80% of students achieving reading percentile average or above for foundations, literacy and non-fiction, vocabulary, and writing. 85% of students F&P R
Grade Level End-Year Goals	Oral Reading Fluency-Words Correct per minute on grade level material, 80% of students consistently mastery Fry grade level words (401-700), and 80% of students achieving reading percentile average or above for foundations, literacy and non-fiction, vocabulary, and writing. 85% of students F&P T
Diagnostic Tools	Yes
Description	NWEA, F&P, and 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, 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 and test prep.

Parent/Guardian Communication

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

Remediation Structure

Number of Students	2
Instruction	Classroom Teacher, Instructional Assistants or Paraprofessionals, Title I Instructor, Special Education Teacher
Format	During the school day outside the 90 minutes, Summer School
Frequency	Five times a week for
Days	10
Duration	30 minutes a day
Curriculum Used	Reach for Reading, Voyager, LLI, guided reading groups, SRA, Sound Partners, comprehension strategies, phonics, Close Reading
Number of students administered the universal screen	0
Number of students at risk or at some risk for Dyslexia	0