

Elementary Reading Plan (2017-2018)

School Name/Number: North Judson-San Pierre Elem Sch-7851

Corp Name/Number: North Judson-San Pierre Sch Corp/7515

Submitted on 6/9/2017 7:29:05 AM

Leadership

Does the school have a leadership team in place? Yes

How often does the team meet? Quarterly

Name	Position
??	Kindergarten Teacher
??	Fifth Grade Teacher
Venita Cunningham	Other (Title I/CTC/Data)
JoAnn Gappa	Sixth Grade Teacher
Katrina Harper	Fourth Grade Teacher
Marilyn Lukac	First Grade Teacher
Kaye Ridley	Second Grade Teacher
Marrienne Soplanda	Third Grade Teacher

Core Program (Tier 1)

Scott Foresman Reading Street ©2013

Reading Block Minutes (Tier 1) Ninety Minutes Minimum

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

Intervention Outside the 90 Minute Reading Block

Grades	Kindergarten, First
Intervention Types	Other
Tiers	Tier 2, Tier 3
Duration	75 minutes a week
Group Meeting Frequency	At least daily
Intervention Description	Alphabet recognition/letter sounds

Grades	Kindergarten, First
Intervention Types	Headsprout Early Reading
Tiers	Tier 2, Tier 3

Duration	30 minutes a week
Group Meeting Frequency	Two days a week
Intervention Description	

Grades	Kindergarten, First
Intervention Types	Wilson Reading System (Foundations)
Tiers	Tier 2, Tier 3
Duration	150 minutes a week
Group Meeting Frequency	At least daily
Intervention Description	

Grades	Kindergarten, First
Intervention Types	Other
Tiers	Tier 2, Tier 3
Duration	75 minutes a week
Group Meeting Frequency	At least daily
Intervention Description	Phonemic Awareness

Grades	Kindergarten, First, Second, Third
Intervention Types	Other
Tiers	Tier 2
Duration	30 minutes a week
Group Meeting Frequency	Two days a week
Intervention Description	Fluency - repeated readings (poetry and prose)

Grades	Kindergarten, First, Second
Intervention Types	Other
Tiers	Tier 2, Tier 3
Duration	30 minutes a week
Group Meeting Frequency	Two days a week
Intervention Description	RAZ-Kids

Grades	Kindergarten, First, Second, Third, Fourth, Fifth, Sixth
Intervention Types	Other
Tiers	Tier 2, Tier 3
Duration	30 minutes a week
Group Meeting Frequency	Two days a week
Intervention Description	Self-monitor reading strategies (students read into Toobaloos™)

Grades	Kindergarten, First, Second
Intervention Types	Other
Tiers	Tier 2, Tier 3
Duration	15 minutes a week
Group Meeting Frequency	Two days a week
Intervention Description	Fast Tracks (word automaticity)

Grades	Kindergarten, First, Second, Third, Fourth, Fifth, Sixth
Intervention Types	Other
Tiers	Tier 3
Duration	30 minutes a week
Group Meeting Frequency	Two days a week
Intervention Description	Online phonics programs - Click'N Read Phonics / Click'N Spell

Grades	Kindergarten, First, Second, Third, Fourth, Fifth, Sixth
Intervention Types	Other
Tiers	Tier 2
Duration	75 minutes a week
Group Meeting Frequency	Four days a week
Intervention Description	Guided Leveled Reading Groups

Grades	Kindergarten, First, Second, Third, Fifth, Sixth
Intervention Types	Other
Tiers	Tier 2
Duration	15 minutes a week
Group Meeting Frequency	Every two weeks
Intervention Description	Education City

Grades	Kindergarten, First, Second, Third, Fourth, Fifth, Sixth
Intervention Types	Other
Tiers	Tier 2
Duration	30 minutes a week
Group Meeting Frequency	Two days a week
Intervention Description	IXL

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

Tiers	Tier 3
Duration	90 minutes a week
Group Meeting Frequency	Four days a week
Intervention Description	Scott Foresman Intervention (Reading Street)

Grades	Second, Third, Fourth, Fifth, Sixth
Intervention Types	Read Naturally
Tiers	Tier 3
Duration	90 minutes a week
Group Meeting Frequency	Three days a week
Intervention Description	

Grades	Fourth, Fifth
Intervention Types	Other
Tiers	Tier 3
Duration	120 minutes a week
Group Meeting Frequency	Four days a week
Intervention Description	Direct Reading Mastery Program (Horizons and/or SRA)

Grades	Sixth
Intervention Types	Other
Tiers	Tier 2
Duration	15 minutes a week
Group Meeting Frequency	Every two weeks
Intervention Description	Newsela

Grades	Third, Sixth
Intervention Types	Other
Tiers	Tier 2, Tier 3
Duration	30 minutes a day
Group Meeting Frequency	Two days a week
Intervention Description	ReadWorks

Assessment Plans And Goals

Grade	Second
Previous Year Goal Met	No
Formative Assessments	Yes

Description	NWEA, Scholastic Reading Inventory
Progress Monitoring	Yes
Description	SRI (monthly)
Summative Assessments	Yes
Description	NWEA, Scholastic Reading Inventory
Grade Level Mid-Year Goals	42% or the second-grade students will read at grade-level proficiency, up from 37% at the end of 1st grade, as tested by the Scholastic Reading Inventory (SRI).
Grade Level End-Year Goals	47% of the second-grade students will read at grade-level proficiency, up from 37% at the end of 1st grade, as tested by the Scholastic Reading Inventory (SRI).
Diagnostic Tools	Yes
Description	Cognitive/IQ; Wechsler Preschool & Primary Scales of Intelligence (WIPPSI); Wechsler Intelligence Scale for Children (WISC-V); Adaptive Behavior Assessment Scales (ABAS III); Birth through Adulthood (various versions); Woodcock-Johnson IV; Kaufman Test of Educational Achievement; Primary Test of Nonverbal Intelligence; Comprehensive Test of Nonverbal Intelligence 2; Behavior Assessment System for Children-3 (BASC)

Grade	Fourth
Previous Year Goal Met	No
Formative Assessments	Yes
Description	NWEA, SRI
Progress Monitoring	Yes
Description	SRI (monthly)
ISTEP + Summative	Yes
Description	NWEA, SRI
Grade Level Mid-Year Goals	55% of the fourth-grade students will read at grade-level proficiency, as tested by the mid-year Scholastic Reading Inventory, matching the proficiency at the middle of 3rd grade.
Grade Level End-Year Goals	68% of the fourth-grade students will read at grade-level proficiency, maintaining the proficiency at the end of 3rd grade as tested by the end-of-year Scholastic Reading Inventory.
Diagnostic Tools	Yes
Description	Cognitive/IQ; Wechsler Intelligence Scale for Children (WISC-V); Adaptive Behavior Assessment Scales (ABASII); Birth through Adulthood (various versions); Woodcock-Johnson IV; Kaufman Test of Educational Achievement; Comprehensive Test of Nonverbal Intelligence 2; Behavior Assessment System for Children-3 (BASC)

Grade	Sixth
Previous Year Goal Met	No
Formative Assessments	Yes
Description	NWEA, SRI
Progress Monitoring	No
ISTEP + Summative	Yes
Description	NWEA, SRI
Grade Level Mid-Year Goals	55% of the sixth grade students will read at grade-level proficiency, matching the proficiency in 5th grade as tested by the mid-year Scholastic Reading Inventory.
Grade Level End-Year Goals	60% of the fifth grade students will read at grade-level proficiency, up from 57% proficient in 5th grade as tested by the end-of-year Scholastic Reading Inventory
Diagnostic Tools	Yes

Description	Cognitive/IQ; Wechsler Intelligence Scale for Children (WISC-V); Adaptive Behavior Assessment Scales (ABAS II); Birth through Adulthood (various versions); Woodcock-Johnson IV; Kaufman Test of Educational Achievement; Comprehensive Test of Nonverbal Intelligence 2; Behavior Assessment System for Children-3 (BASC)
Grade	Fifth
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	NWEA, SRI
Progress Monitoring	Yes
Description	SRI (monthly)
ISTEP + Summative	Yes
Description	NWEA, SRI
Grade Level Mid-Year Goals	55% of the fifth grade students will read at grade-level proficiency, up from 50% in 4th grade as tested by the mid-year Scholastic Reading Inventory
Grade Level End-Year Goals	66% of the fifth grade students will read at grade-level proficiency, maintaining the 66% proficient in 4th grade as tested by the end-of-year Scholastic Reading Inventory
Diagnostic Tools	Yes
Description	Cognitive/IQ; Wechsler Intelligence Scale for Children (WISC-V); Adaptive Behavior Assessment Scales (ABAS II); Birth through Adulthood (various versions); Woodcock-Johnson IV; Kaufman Test of Educational Achievement; Comprehensive Test of Nonverbal Intelligence 2; Behavior Assessment System for Children-3 (BASC)

Grade	Third
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	NWEA, SRI
Progress Monitoring	Yes
Description	SRI (monthly)
ISTEP + Summative	Yes
Description	NWEA, SRI
Grade Level Mid-Year Goals	40% of the third-grade students will read at grade-level proficiency, up from 35% in MOY 2nd grade as tested by the MOY Scholastic Reading Inventory (SRI).
Grade Level End-Year Goals	60% of the third-grade students will read at grade-level proficiency, up from 58% at the end of 2nd grade, as tested by the Scholastic Reading Inventory (SRI).
Diagnostic Tools	Yes
Description	Cognitive/IQ; Wechsler Intelligence Scale for Children (WISC-V); Wechsler Adult Intelligence Scale (WAIS-3); Adaptive Behavior Assessment Scales (ABAS III); Birth through Adulthood (various versions); Woodcock-Johnson IV; Kaufman Test of Educational Achievement; Primary Test of Nonverbal Intelligence; Comprehensive Test of Nonverbal Intelligence 2; Behavior Assessment System for Children-3 (BASC)

Grade	Kindergarten
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	NWEA, Scholastic Reading Inventory Foundational Reading Assessment
Progress Monitoring	Yes

Description	Scholastic Reading Inventory Foundational Reading Assessment
Summative Assessments	Yes
Description	NWEA, Scholastic Reading Inventory Foundational Skills
Grade Level Mid-Year Goals	The grade-level average score on the Scholastic Reading Inventory - Foundational Reading Skills will be 10 points greater at the mid-year benchmark than at the BOY benchmark.
Grade Level End-Year Goals	The grade-level average score on the Scholastic Reading Inventory - Foundational Reading Skills will be 20 points greater at the end-of-year benchmark than at the BOY benchmark.
Diagnostic Tools	Yes
Description	Cognitive/IQ; Wechsler Preschool & Primary Scales of Intelligence (WIPPSI); Wechsler Intelligence Scale for Children (WISC-V); Adaptive Behavior Assessment Scales (ABAS III); Birth through Adulthood (various versions); Woodcock- Johnson IV; Kaufman Test of Educational Achievement; Developmental Profile 3; Kaufman Test of Early Academic & Language Skills; Primary Test of Nonverbal Intelligence; Comprehensive Test of Nonverbal Intelligence 2

Grade	First
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	NWEA, Scholastic Reading Inventory Foundational Reading Assessment
Progress Monitoring	Yes
Description	Scholastic Reading Inventory Foundational Reading Assessment
Summative Assessments	Yes
Description	NWEA, Scholastic Reading Inventory Foundational Skills
Grade Level Mid-Year Goals	The grade-level average score on the Scholastic Reading Inventory - Foundational Reading Skills will be 10 points greater at the mid-year benchmark than at the BOY benchmark.
Grade Level End-Year Goals	The grade-level average score on the Scholastic Reading Inventory - Foundational Reading Skills will be 20 points greater at the end-of-year benchmark than at the BOY benchmark.
Diagnostic Tools	Yes
Description	Cognitive/IQ; Wechsler Preschool & Primary Scales of Intelligence(WIPPSI); Wechsler Intelligence Scale for Children (WISC-V); Adaptive Behavior Assessment Scales (ABAS III); Birth through Adulthood (various versions); Woodcock-Johnson IV; Kaufman Test of Educational Achievement; Kaufman Test of Early Academic & Language Skills; Primary Test of Nonverbal Intelligence; Comprehensive Test of Nonverbal Intelligence 2; Behavior Assessment System for Children-3 (BASC)

Professional Development

Core Reading Program Professional Development

A) Smekens Online Video Library

Reading Intervention Professional Development

- A) Achieve3000 (3-5)
- B) Reading A-Z (RAZ-Kids, HeadSprout)
- C) Regular grade-level collaboration to analyze data and share best practice ideas

Reading Assessment Professional Development

A) Update of ISTEP+ changes in administration and reports

Parent/Guardian Communication

- A) Parent informational meetings are held during the school year.
- B) Reading tips are regularly published in the local news flyer delivered to all local homes.
- C) Parents have access to electronic grades, which are updated at least bi-weekly.
- D) Parents have access to view student progress in electronic reading programs.
- E) Parents have access to view the ELA curriculum.
- F) Teachers send notes home quarterly sharing progress to parents of students who receive interventions.

Remediation Structure

Number of Students	8
Instruction	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	24
Duration	135 minutes a day
Curriculum Used	A) Phonics - Click'n Read, Read Naturally B) Comprehension - Read Naturally, Achieve3000; paired texts from ReadWorks; selected activities from EducationCity, TCM Targeted Reading Intervention; Perfection Learning Reading Express