

## Elementary Reading Plan (2018-2019)

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

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

Submitted on 6/11/2018 9 56 57 AM

### Leadership

Does the school have a leadership team in place? Yes

How often does the team meet? Quarterly

Name	Position
Jule Berndt	Principal
Brock Elliott	Special Education Teacher
Scotty Elsea	Third Grade Teacher
JoAnn Gappa	Sixth Grade Teacher
Katrina Harper	Fourth Grade Teacher
Chrystal Ingram	Title I Teacher
Marilyn Lukac	First Grade Teacher
Theresa Parish	Fifth Grade Teacher
Kaye Ridley	Second Grade Teacher
Holly Surma	Kindergarten Teacher

### Core Program (Tier 1)

#### 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

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

<b>Grades</b>	Kindergarten, First
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<b>Intervention Types</b>	Headsprout Early Reading
<b>Tiers</b>	Tier 2 Tier 3
<b>Duration</b>	30 minutes a week
<b>Group Meeting Frequency</b>	Two days a week
<b>Intervention Description</b>	

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

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

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

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

<b>Grades</b>	Kindergarten, First, Second, Third, Fourth, Fifth, Sixth
<b>Intervention Types</b>	Other
<b>Tiers</b>	Tier 2, Tier 3
<b>Duration</b>	30 minutes a week

<b>Group Meeting Frequency</b>	Two days a week
<b>Intervention Description</b>	Self-monitor reading strategies (students read into Toobaloos™)

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

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

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

<b>Grades</b>	Kindergarten, First, Second, Third, Fifth, Sixth
<b>Intervention Types</b>	Other
<b>Tiers</b>	Tier 3
<b>Duration</b>	15 minutes a week
<b>Group Meeting Frequency</b>	Every two weeks
<b>Intervention Description</b>	Education City

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

<b>Grades</b>	Kindergarten, First, Second, Third, Fourth, Fifth
<b>Intervention Types</b>	Other
<b>Tiers</b>	Tier 3
<b>Duration</b>	90 minutes a week
<b>Group Meeting Frequency</b>	Four days a week
<b>Intervention Description</b>	Scott Foresman Intervention (Reading Street)

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

<b>Grades</b>	Second, Sixth
<b>Intervention Types</b>	Other
<b>Tiers</b>	Tier 2
<b>Duration</b>	15 minutes a week
<b>Group Meeting Frequency</b>	Every two weeks
<b>Intervention Description</b>	Newsela

<b>Grades</b>	Second, Third, Fourth, Fifth, Sixth
<b>Intervention Types</b>	Other
<b>Tiers</b>	Tier 2, Tier 3
<b>Duration</b>	30 minutes a day
<b>Group Meeting Frequency</b>	Two days a week
<b>Intervention Description</b>	ReadWorks

<b>Grades</b>	Sixth
<b>Intervention Types</b>	Other
<b>Tiers</b>	Tier 2
<b>Duration</b>	30 minutes a day
<b>Group Meeting Frequency</b>	Every two weeks
<b>Intervention Description</b>	GetEpic.com

### Assessment Plans And Goals

<b>Grade</b>	Second
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<b>Previous Year Goal Met</b>	No
<b>Formative Assessments</b>	Yes
<b>Description</b>	NWEA, Scholastic Reading Inventory
<b>Progress Monitoring</b>	Yes
<b>Description</b>	SRI (monthly)
<b>Summative Assessments</b>	Yes
<b>Description</b>	NWEA, Scholastic Reading Inventory
<b>Grade Level Mid-Year Goals</b>	43% of the second-grade students will read at grade-level proficiency, up from 39% at the end of 1st grade, as tested by the Scholastic Reading Inventory (SRI)
<b>Grade Level End-Year Goals</b>	49% of the second-grade students will read at grade-level proficiency, up from 39% at the end of 1st grade, as tested by the Scholastic Reading Inventory (SRI)
<b>Diagnostic Tools</b>	Yes
<b>Description</b>	Cognitive/IQ, Wechsler Preschool & Primary Scales of Intelligence (WIPPSI), 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, Primary Test of Nonverbal Intelligence, Comprehensive Test of Nonverbal Intelligence 2, Behavior Assessment System for Children-3 (BASC)

<b>Grade</b>	Fourth
<b>Previous Year Goal Met</b>	No
<b>Formative Assessments</b>	Yes
<b>Description</b>	NWEA, SRI
<b>Progress Monitoring</b>	No
<b>ISTEP + Summative</b>	Yes
<b>Description</b>	NWEA, SRI
<b>Grade Level Mid-Year Goals</b>	50% 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
<b>Grade Level End-Year Goals</b>	60% 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
<b>Diagnostic Tools</b>	Yes
<b>Description</b>	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)

<b>Grade</b>	Fifth
<b>Previous Year Goal Met</b>	No
<b>Formative Assessments</b>	Yes
<b>Description</b>	NWEA, SRI
<b>Progress Monitoring</b>	No
<b>ISTEP + Summative</b>	Yes
<b>Description</b>	NWEA, SRI
<b>Grade Level Mid-Year Goals</b>	50% of the fifth grade students will read at grade-level proficiency, as tested by the mid-year Scholastic Reading Inventory
<b>Grade Level End-Year Goals</b>	60% of the fifth grade students will read at grade-level proficiency, maintaining the 60% proficient in 4th grade as tested by the end-of-year Scholastic Reading Inventory
<b>Diagnostic Tools</b>	Yes

<b>Description</b>	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)
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<b>Grade</b>	Sixth
<b>Previous Year Goal Met</b>	No
<b>Formative Assessments</b>	Yes
<b>Description</b>	NWEA, SRI
<b>Progress Monitoring</b>	No
<b>ISTEP + Summative</b>	Yes
<b>Description</b>	NWEA, SRI
<b>Grade Level Mid-Year Goals</b>	85% of the sixth grade students will read at a basic or above level, as tested by the mid-year Scholastic Reading Inventory
<b>Grade Level End-Year Goals</b>	90% of the sixth grade students will read at a basic or above level, as tested by the mid-year Scholastic Reading Inventory
<b>Diagnostic Tools</b>	Yes
<b>Description</b>	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)

<b>Grade</b>	Third
<b>Previous Year Goal Met</b>	Yes
<b>Formative Assessments</b>	Yes
<b>Description</b>	NWEA, SRI
<b>Progress Monitoring</b>	Yes
<b>Description</b>	SRI (monthly)
<b>ISTEP + Summative</b>	Yes
<b>Description</b>	NWEA, SRI
<b>Grade Level Mid-Year Goals</b>	45% of the third-grade students will read at grade-level proficiency, as tested by the MOY Scholastic Reading Inventory (SRI)
<b>Grade Level End-Year Goals</b>	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)
<b>Diagnostic Tools</b>	Yes
<b>Description</b>	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)

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

<b>Summative Assessments</b>	Yes
<b>Description</b>	NWEA, Scholastic Reading Inventory Foundational Skills
<b>Grade Level Mid-Year Goals</b>	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
<b>Grade Level End-Year Goals</b>	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
<b>Diagnostic Tools</b>	Yes
<b>Description</b>	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

<b>Grade</b>	First
<b>Previous Year Goal Met</b>	Yes
<b>Formative Assessments</b>	Yes
<b>Description</b>	NWEA, Scholastic Reading Inventory Foundational Reading Assessment
<b>Progress Monitoring</b>	Yes
<b>Description</b>	Scholastic Reading Inventory Foundational Reading Assessment
<b>Summative Assessments</b>	Yes
<b>Description</b>	NWEA, Scholastic Reading Inventory Foundational Skills
<b>Grade Level Mid-Year Goals</b>	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
<b>Grade Level End-Year Goals</b>	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
<b>Diagnostic Tools</b>	Yes
<b>Description</b>	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**

EdWeb.net  
 Youtube videos on different reading strategies

**Reading Intervention Professional Development**

Achieve3000  
 IXL Reading  
 Regular grade-level collaboration to analyze data and share best practices

**Reading Assessment Professional Development**

Training on data analysis and how to implement instruction using strengths and weaknesses found in NWEA data  
 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 the 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 regularly sharing progress to parents of students who receive interventions.
- G). Twice a year, reading tips are sent by grade levels to families.

**Remediation Structure**

<b>Number of Students</b>	11
<b>Instruction</b>	Classroom Teacher, Instructional Assistants or Paraprofessionals, Title I Instructor, Special Education Teacher
<b>Format</b>	During the school day outside the 90 minutes, Summer School
<b>Frequency</b>	Five times a week for
<b>Days</b>	28
<b>Duration</b>	135 minutes a day
<b>Curriculum Used</b>	A) Phonics - Click'n Read B) Comprehension - Read Naturally C) Comprehension - Read Naturally, Achieve3000, text from ReadWorks, selected activities from EducationCity, TCM Targeted Reading Intervention, Perfection Learning Reading Express