

Elementary Reading Plan (2019-2020)

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

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

Submitted on 5/29/2019 9 14:45 AM

Leadership

Does the school have a leadership team in place? Yes

How often does the team meet? Quarterly

Name	Position
Julie Berndt	Principal
Erica Christensen	Second Grade Teacher
Brock Elliott	Special Education Teacher
JoAnn Gappa	Sixth Grade Teacher
Katrina Harper	Fourth Grade Teacher
Chrystal Ingram	Title I Teacher
Marilyn Lukac	First Grade Teacher
Joanne Mitchell	Third Grade Teacher
Theresa Parish	Fifth Grade Teacher
Kristy Shepherd	Kindergarten Teacher

Core Program (Tier 1)

Wilson Reading program will be used. Grades Kindergarten, First, Fourth, and Fifth will use Scott Foresman 2013. Second Grade will use Harcourt 2013. Third grade will use Pearson 2013. Sixth Grade will use McDougal Little 2013. Other strategies that will be used include, yet not limited to the following:

- * standards-based literacy instruction
- *phonological awareness instruction
- *systematic and sequential phonics instruction
- *whole-group intentional instruction with a 5 to 10 minute standards-based teaching point or student-centered teaching point
- *small-group, differentiated instruction, guided reading, or 1:1 conferring during individualized reading
- *reading and writing to learn new ideas presented in a printed and digital text
- *reading and writing to inform cognitive processes
- *writing about printed and digital texts when responding to text through personal reactions
- *answering and/or creating questions about printed and digital text in writing
- *teaching students the writing skills and processes that go into creating printed and digital texts
- *teach the process of writing to improve reading comprehension
- *utilize text structures, paragraph and sentence construction skills as a tool to improve reading comprehension
- *teach spelling and sentence construction skills to increase reading fluency
- *spelling skills to improve vocabulary reading
- *increase the volume of student writing to improve reading comprehension through producing texts
- *word identification strategies to decode to read
- *word-learning (vocabulary) strategies to increase reading comprehension
- *and most importantly to create a love of reading and reader's identity

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

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 day
Group Meeting Frequency	At least daily
Intervention Description	Alphabet recognition/letter sounds
Number of Students 'At Risk' for Dyslexia 2018 - 2019	0
Number of Students administered (Universal) Screener 2018 - 2019	0

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	
Number of Students 'At Risk' for Dyslexia 2018 - 2019	0
Number of Students administered (Universal) Screener 2018 - 2019	0

Grades	Kindergarten, First
Intervention Types	Wilson Reading System (Foundations)
Tiers	Tier 2
Duration	120 minutes a week
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, Third
Intervention Types	Other
Tiers	Tier 2
Duration	30 minutes a week
Group Meeting Frequency	Two days a week

Intervention Description	Fluency - repeated reading (poetry and prose)
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, Tier 3
Duration	30 minutes a week
Group Meeting Frequency	Two days a week
Intervention Description	RAZ-Kids, Headsprout Early Reading
Number of Students 'At Risk' for Dyslexia 2018 - 2019	0
Number of Students administered (Universal) Screener 2018 - 2019	0

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
Number of Students 'At Risk' for Dyslexia 2018 - 2019	0
Number of Students administered (Universal) Screener 2018 - 2019	0

Grades	Kindergarten, First, Second, Third, Fourth, Fifth, Sixth
Intervention Types	Other
Tiers	Tier 2
Duration	15 minutes a week
Group Meeting Frequency	Two days a week
Intervention Description	Fast tracks (word automaticity)
Number of Students 'At Risk' for Dyslexia 2018 - 2019	0
Number of Students administered (Universal) Screener 2018 - 2019	0

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 Level Reading Groups
Number of Students 'At Risk' for Dyslexia 2018 - 2019	0
Number of Students administered (Universal) Screener 2018 - 2019	0

Grades	Kindergarten, First, Second, Third, Fourth, Fifth, Sixth
Intervention Types	Other
Tiers	Tier 3
Duration	15 minutes a week
Group Meeting Frequency	Every two weeks

Intervention Description	Education City
Number of Students 'At Risk' for Dyslexia 2018 - 2019	0
Number of Students administered (Universal) Screener 2018 - 2019	0

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
Number of Students 'At Risk' for Dyslexia 2018 - 2019	0
Number of Students administered (Universal) Screener 2018 - 2019	0

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)
Number of Students 'At Risk' for Dyslexia 2018 - 2019	0
Number of Students administered (Universal) Screener 2018 - 2019	0

Grades	Sixth
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Intervention Types
Tiers
Duration
Group Meeting Frequency
Intervention Description
Number of Students 'At Risk' for Dyslexia 2018 - 2019
Number of Students administered (Universal) Screener 2018 - 2019

Other
Tier 2
15 minutes a week
Every two weeks
Newslea
0
0

Grades
Intervention Types
Tiers
Duration
Group Meeting Frequency
Intervention Description
Number of Students 'At Risk' for Dyslexia 2018 - 2019
Number of Students administered (Universal) Screener 2018 - 2019

Second, Third, Fourth, Fifth, Sixth
Other
Tier 2, Tier 3
30 minutes a day
Two days a week
ReadWorks
0
0

Grades
Intervention Types
Tiers
Duration
Group Meeting Frequency
Intervention Description
Number of Students 'At Risk' for Dyslexia 2018 - 2019
Number of Students administered (Universal) Screener 2018 - 2019

Sixth
Other
Tier 2
30 minutes a day
Every two weeks
GetEpic.com
0
0

Assessment Plans And Goals

Grade
Previous Year Goal Met
Formative Assessments
Description
Progress Monitoring
Description
ISTEP + Summative
Description

Third
No
Yes
Pivot
Yes
Pivot and Word Count
Yes
Pivot

Grade Level Mid-Year Goals	50% of students will have grade level achievement as Pivot reading/LA assessment.
Grade Level End-Year Goals	60% of students will have grade level achievement as Pivot reading/LA assessment.
Diagnostic Tools	Yes
Description	Cognitive/IQ: Wechsler Intelligence Scale for Children (WISC-V), Wechsler Audit 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-3)

Grade	Fourth
Previous Year Goal Met	No
Formative Assessments	Yes
Description	Pivot
Progress Monitoring	Yes
Description	Pivot and Comprehension
ISTEP + Summative	Yes
Description	Pivot
Grade Level Mid-Year Goals	50% of students will have grade level achievement on Pivot reading/LA assessment.
Grade Level End-Year Goals	60% of students will have grade level achievement on Pivot reading/LA assessment.
Diagnostic Tools	Yes
Description	Cognitive/IQ: 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-3)

Grade	Kindergarten
Previous Year Goal Met	No
Formative Assessments	Yes
Description	Pivot
Progress Monitoring	Yes
Description	Pivot and Sight Word Recognition
Summative Assessments	Yes
Description	Pivot
Grade Level Mid-Year Goals	50% of students will have grade level achievement on Pivot reading/LA assessment.
Grade Level End-Year Goals	60% of students will have grade level achievement on Pivot reading/LA assessment.
Diagnostic Tools	Yes
Description	Cognitive/IQ: Wechsler Preschool & Primary Scales of Intelligence (WIPPSI-IV); Wechsler Intelligence Scales for Children (WISC-V), Adaptive Behavior Assessment Scales (ABAS III); Birth through Adulthood (various versions); Woodcock-Johnson IV; Kaufman Test of Educational Achievement, Development 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	Pivot
Progress Monitoring	Yes
Description	Pivot and Sight Word Recognition & Fluency
Summative Assessments	Yes
Description	Pivot
Grade Level Mid-Year Goals	50% of students will have grade level achievement on Pivot reading/LA assessment.
Grade Level End-Year Goals	60% of students will have grade level achievement on Pivot reading/LA assessment.
Diagnostic Tools	Yes
Description	Cognitive/IQ Preschool & Primary Scales of Intelligence (WIPPSI IV); 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, 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-3)

Grade	Second
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Pivot
Progress Monitoring	Yes
Description	Pivot and Sight Word Recognition & Fluency
Summative Assessments	Yes
Description	Pivot
Grade Level Mid-Year Goals	50% of students will have grade level achievement on Pivot reading/LA assessment.
Grade Level End-Year Goals	60% of students will have grade level achievement on Pivot reading/LA assessment
Diagnostic Tools	Yes
Description	Cognitive/IQ: Wechsler Preschool & Primary Scales of Intelligence Scale (WIPPSI IV), 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-3)

Grade	Fifth
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Pivot
Progress Monitoring	Yes
Description	Pivot and ??
ISTEP + Summative	Yes
Description	Pivot
Grade Level Mid-Year Goals	50% of students will have grade level achievement on Pivot reading/LA assessment.
Grade Level End-Year Goals	60% of students will have grade level achievement on Pivot reading/LA assessment.
Diagnostic Tools	Yes

Description	Cognitive/IQ: 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-3)
Grade	Sixth
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Pivot
Progress Monitoring	Yes
Description	Pivot and ??
ISTEP + Summative	Yes
Description	Pivot
Grade-Level Mid-Year Goals	50% of students will have grade level achievement on Pivot reading/LA assessment.
Grade Level End-Year Goals	60% of students will have grade level achievement on Pivot reading/LA assessment.
Diagnostic Tools	Yes
Description	Cognitive/IQ: 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-3)

Professional Development

Core Reading Program Professional Development

Training on: XL, Education City, Pivot, EdWeb.net, Youtube videos on different reading strategies, Smekens videos, Raz-Kids, ReadWorks

Reading Intervention Professional Development

Training on: IXL, Education City, Pivot, regular grade-level collaboration to analyze data and share best practices, and Wilson Reading.

Reading Assessment Professional Development

Training on data analysis and how to implement instruction using strengths and weaknesses found in Pivot data. Update of ILEARN and IREAD-3 changes in administration and reports.

Parent/Guardian Communication

1. Parent informational meetings are held during the school year.
2. Reading tips are regularly published school monthly newsletter.
3. Parents have access to electronic grades, which are updated at least bi-weekly.
4. Parents have access to view student progress in electronic reading programs.
5. Parent have access to view the ELA curriculum.
6. Teachers send notes home regularly sharing progress to parents of students who receive interventions.
7. Twice a year, reading tips are sent by grade levels to families.

Remediation Structure

Number of Students	8
Instruction	Classroom Teacher, Instructional Assistants or Paraprofessionals, Title I Instructor, Special Education Teacher
Format	During the school day within the 90 minutes, Summer School

Frequency	Five times a week for
Days	30
Duration	135 minutes a day
Curriculum Used	Comprehension - Read Naturally, text from ReadWorks, selected activities from EducationCity, TCM Targeted Reading Interventions, Perfect Learning Reading Express
Number of students administered the universal screen	0
Number of students at risk or at some risk for Dyslexia	0