

Reading Improvement Plan

DISTRICT: Lincoln County School District 1

School Year: 2017/2018

Explanation of District Literacy Program: Our district opted to follow the guidance of the *Curriculum Leadership Institute* (CLI) after a lengthy curriculum rewriting and state standard alignment process our new curriculum has been implemented. All classrooms in our Kindergarten through Third grades will be implementing this curriculum. In addition, ***all*** Kemmerer Elementary students are placed in an MTSS skills-based reading groups for thirty minutes each day. K-2 Students use the SRA Reading Mastery program in their MTSS groups. Third grade students use a blend of genre guided reading groups. Regular MTSS meetings by which teachers can share data regarding student achievement on certain in-class assessments, SRA fluency checkouts, DIBELS progress monitoring, as well as, insight and guidance from other colleagues serves as a means to adjust instruction to meet the needs of the individual student.

Kindergarten -3rd grade students falling in the intensive and strategic range, as identified by DIBELS, will receive intensive small group instruction and close progress monitoring in our Title 1 program. Student progress is monitored weekly using SRA Mastery assessments and checkouts and every three weeks using DIBELS progress monitor assessments. Student needs are addressed and instruction is adjusted as needed. In addition, students falling below the state identified RIT scores on the MAPS Reading assessment will receive small group intervention (see cut scores below).

Our district implements a three-tier intervention model that focuses on students skills, based on their comprehension, fluency, and decoding.

Tier 1: Regular Classroom Reading Program- Benchmark students

Tier 2: Title 1 interventions-Strategic and Intensive students

Tier 3: Special Education (IEP) or additional small group intervention with Title 1 staff-Intensive Students

MAP Mean RIT Cut Scores

Grade	Beginning of Year	Middle of Year	End of Year	End of Year % Proficiency
K	141	151	158	65%
1	161	172	178	86%
2	175	184	189	85%
3	188	196	199	87%

DIBELS Benchmark Composite Cut Scores

Grade	Beginning of Year	Middle of Year	End of Year	End of Year % Proficiency
K	26	122	119	72%
1	113	130	155	91%
2	141	190	238	78%
3	220	285	330	74%

3rd Grade PAWS Reading Scores

Below Basic Basic Proficient Advanced Proficient/Advanced

17.78% 17.78% 44.44% 20% 64.44%

ASSESSMENT:

Grade Level	Screening	Progress Monitoring	Diagnostic	Outcomes
K	DIBELS administered Fall, Winter, and Spring by members of School-wide Assessment team who are formally trained.	DIBELS – one measure administered for students performing in the strategic or intensive <i>range</i> as documented by the recommendation for instructional support. Identified students are monitored every 3 weeks by members of the assessment team.	Reading Mastery Benchmark Assessment Language for Learning Assessment Mastery Tests/Checkouts measuring decoding, fluency and accuracy. Orton-Gillingham fluency and accuracy Assessments. Error patterns documented during progress monitor checks.	MAP, DIBELS & Outcome Assessments

First	DIBELS administered Fall, Winter, and Spring by members of School-wide Assessment team who are formally trained.	DIBELS – one measure administered for students performing in the strategic or intensive <i>range</i> as documented by the recommendation for instructional support. Identified students are monitored every 3 weeks by members of the assessment team.	Reading Mastery Benchmark Assessment Reading Mastery Individual Skills Chart Mastery Tests/Checkouts measuring decoding, fluency and accuracy. Error patterns documented during progress monitor checks.	MAP, DIBELS & Outcome Assessments
Second	DIBELS administered Fall, Winter, and Spring by members of School-wide Assessment team who are formally trained.	DIBELS – one measure administered for students performing in the strategic or intensive <i>range</i> as documented by the recommendation for instructional support. Identified students are monitored every 3 weeks by members of the assessment team	Reading Mastery Benchmark Assessment Reading Mastery Individual Skills Chart Mastery Tests/Checkouts measuring decoding, fluency and accuracy. Orton-Gillingham fluency and accuracy Assessments Error patterns documented during progress monitor checks.	MAP, DIBELS & Outcome Assessments
Third	DIBELS administered Fall, Winter, and Spring by members of School-wide Assessment team who are formally trained.	DIBELS – one measure administered for students performing in the strategic or intensive <i>range</i> as documented by the recommendation for instructional support. Identified students are monitored every 3 weeks by members of the assessment team.	Outcome component Quizzes incorporating Scott Foresman, Ready Gen, and Journeys programs as resources. Journeys weekly comprehension assessment.	MAP, PAWS DIBELS & Outcome Assessments

Intervention:

As mentioned prior, our district implements a three-tiered model of curriculum and instructional services. As the students progress up the tiers, they access Tier 1 services in addition to Tier 2 and/or Tier 3 services. All students who receive Tier 2 and/or Tier 3 services will have either a Title I Intervention Plan or an Individualized Education Plan (IEP). Tier 2 level can be written for the individual student, and then grouped according to similar needs. The individual intervention plan will specify the instructional focus of the individual and progress will be monitored using the DIBELS monitoring assessments. Below is a general framework for our district's intervention. Sample intervention plans for the individual are attached. Most generally, Tier 2 students are tracked using a Group Intervention Plan.

Tier of Instruction	Curriculum	Time	Instructor	Group Size	Progress Monitoring
Tier 1 (Students in benchmark range.)	Standards Based Curriculum	90 min	General Classroom teacher	15-20 students for 45 minutes; with the second 45 minutes being broken into smaller centers for more effective differentiation	3x yearly

<p>Tier 1 (Students in all ranges)</p>	<p>K-2 Grade Level MTSS Reading Groups-Reading Mastery 3-4 Grade Level MTSS Scholastic Guided Reading groups</p>	<p>30 Min</p>	<p>Grade level teachers, Title teacher, SPED teacher and all paraprofessionals</p>	<p>4-5 Students per teacher</p>	<p>Students' progress is monitored using a variety of methods; the K-4 DIBELS monitoring and formative measures among the MTSS groups.</p>
<p>Tier 2 (Students in the strategic or intensive range and/or those making slow or inadequate progress)</p>	<p>Reading Mastery K-2 Wright Group Early Reading Intervention Orton-Gillingham Reading Program</p>	<p>30 min</p>	<p>Title one General Education Early Interventionist</p>	<p>4-5</p>	<p>1-2x monthly</p>

<p>Tier 3 (Students in the intensive range and/or those making inadequate progress)</p>	<p>Reading Mastery Orton-Gillingham K-2 Wright Group Early Reading Intervention Individual programs determined by SPED Staff Students may have replacement core as indicated by RTI plan or an IEP</p>	<p>30-120 min Varies depending on IEP</p>	<p>Title one ESL Special Education Early Interventionist</p>	<p>1-3</p>	<p>2-4x monthly</p>
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