

FCSD #24 Reading Assessment Plan

K-4 Universal Screening Tool administered in the fall, winter, and spring - **AIMSWEB**
 MAP will be used for WDE reporting

	Screening Tool/s Used	Progress Monitoring Tool/s	Diagnostic Tool/s
K	<p>AIMSWEB - Reading CBM 3 times per year - Universal Screener for ALL students; August, December, May</p> <p>Administered by team: Title I teacher, Curriculum Director, Data Administrator</p>	<p>Reading Street Weekly Assessments given at the end of each week of Reading Street Content</p> <p>AIMSWEB: Monthly/Benchmark, Bi-monthly/strategic, weekly/intensive</p> <p>Administered by team: Classroom Teacher</p>	<p>PRE-READING/PHONOLOGICAL AWARENESS SCREENERS, ERDA</p>
First	<p>AIMSWEB - Reading CBM 3 times per year - Universal Screener for ALL students; August, December, May</p> <p>Administered by team: Title I teacher, Curriculum Director, Data Administrator</p>	<p>Reading Street Weekly Assessments given at the end of each week of Reading Street content</p> <p>Reading Street Unit Assessments given at the end of each unit of Reading Street content</p> <p>My Sidewalks Assessments as needed for intensives</p> <p>AIMSWEB: Bi-monthly/Strategics and weekly/intensives</p> <p>Administered by team: Classroom Teacher</p>	<p>PRE-READING/PHONOLOGICAL AWARENESS SCREENERS, ERDA</p> <p>CORE, BEGINNING PHONICS DECODING SCREENER</p> <p>READING STREET BASELINE/DIAGNOSTIC ASSESSMENT</p>
Second	<p>AIMSWEB - Reading CBM 3 times per year - Universal Screener for ALL students; August, December, May</p> <p>Administered by team: Title I teacher, Curriculum Director, Data Administrator</p>	<p>Reading Street Weekly Assessments given at the end of each week of Reading Street content</p> <p>Reading Street Unit Assessments given at the end of each unit of Reading Street content</p> <p>My Sidewalks Assessments as needed for intensives</p> <p>AIMSWEB: Bi-monthly/Strategics and weekly/intensives</p> <p>Administered by team: Classroom Teacher</p>	<p>CORE, BEGINNING AND ADVANCED PHONICS DECODING SCREENER, ERDA</p> <p>READING STREET BASELINE/DIAGNOSTIC ASSESSMENT</p>
Third	<p>AIMSWEB - Reading CBM 3 times per year - Universal Screener for ALL students; August, December, May</p> <p>Administered by team: Title I teacher, Curriculum Director, Data Administrator</p>	<p>Reading Street Weekly Assessments given at the end of each week of Reading Street content</p> <p>Reading Street Unit Assessments given at the end of each unit of Reading Street content</p> <p>My Sidewalks Assessments as needed for intensives</p> <p>AIMSWEB: Bi-monthly/Strategics and weekly/intensives</p> <p>Administered by team: Classroom Teacher</p>	<p>CORE, BEGINNING AND ADVANCED PHONICS DECODING SCREENER, ERDA</p> <p>READING STREET BASELINE/DIAGNOSTIC ASSESSMENT</p>
Fourth	<p>AIMSWEB - Reading CBM 3 times per year - Universal Screener for ALL students; August, December, May</p> <p>Administered by team: Title I teacher, Curriculum Director, Data Administrator</p>	<p>Reading Street Weekly Assessments given at the end of each week of Reading Street content</p> <p>Reading Street Unit Assessments given at the end of each unit of Reading Street content</p> <p>My Sidewalks Assessments as needed for intensives</p> <p>AIMSWEB: Bi-monthly/Strategics and weekly/intensives</p> <p>Administered by team: Classroom Teacher</p>	<p>CORE, BEGINNING AND ADVANCED PHONICS DECODING SCREENER, ERDA</p> <p>READING STREET BASELINE/DIAGNOSTIC ASSESSMENT</p>

Instructional Differentiation Plan for Reading

Grade Level: FIRST GRADE School District: FCSD 24

Student Group	At or Above Grade Level	Somewhat Below Grade Level	Significantly Below Grade Level
<p>Core Instruction (evidence-based, scientifically validated)</p>	<p>Core: READING STREET 2011</p> <p>Length of daily reading block: 90 inclusive minutes per day</p>	<p>Core: READING STREET 2011</p> <p>Length of daily reading block: 90 inclusive minutes per day</p>	<p>Core: READING STREET 2011</p> <p>Length of daily reading block: 90 inclusive minutes per day</p>
<p>Targeted Supplemental/Intervention Options (evidence-based, scientifically validated)</p> <p>List supplements/interventions being used for each student group</p>	<p>Students are ability grouped. Advanced students are given Differentiated Instruction using Reading Street 2011 and using higher level books from Read well.</p> <p>Instruction will be provided by Core teacher.</p>	<p>Supplements/Interventions: Teaching letter names and sounds, reading street 2011 Phonics instruction, Phonological Awareness, Reading Street fluency practice</p> <p>Target group size: 4-6</p> <p>30 Minutes 3 days a week for targeted supplemental/intervention instruction: Instruction will be provided by a Reading Specialist or Title One teacher or classroom teacher.</p>	<p>Supplements/Interventions: Read Well K, Teaching letter names and sounds and reading street Phonics , Phonological Awareness, Fluency practice, My Sidewalks (Reading Street)</p> <p>Target group size: 3-5</p> <p>30 Minutes per day for targeted supplemental/intervention instruction: Instruction will be provided by a Reading Specialist or a Title One teacher or classroom teacher.</p>

Instructional Differentiation Plan for Reading

Grade Level: SECOND GRADE School District: FCSD 24

Student Group	At or Above Grade Level	Somewhat Below Grade Level	Significantly Below Grade Level
<p>Core Instruction (evidence-based, scientifically validated)</p>	<p>Core: Reading Street Length of daily reading block: 120 inclusive minutes per day</p>	<p>Core: Reading Street Length of daily reading block: 120 inclusive minutes per day</p>	<p>Core: Reading Street Length of daily reading block: 120 inclusive minutes per day</p>
<p>Targeted Supplemental/Intervention Options (evidence-based, scientifically validated)</p> <p>List supplements/interventions being used for each student group</p>	<p>Students are ability grouped. Advanced students are given Differentiated Instruction using Reading Street 2011.</p> <p>Instruction will be provided by Core teacher.</p>	<p>Supplements/Interventions: Reading Street: Strategic Intervention Reading street 2011 Phonics instruction, Phonological Awareness, Reading Street fluency practice ReadLive</p> <p>Target group size: 4-6</p> <p>30 Minutes 4 days a week for targeted supplemental/intervention instruction:</p> <p>Tier 2 Instruction will be provided by the classroom teacher, and</p> <p>Pull out 30 minutes 3-4 days per week by reading specialist or Title I reading teacher.</p>	<p>Supplements/Interventions: My Sidewalks, Reading Mastery Plus, Teaching letter names and sounds and reading street Phonics , Phonological Awareness, Fluency practice, My Sidewalks (Reading Street)</p> <p>Target group size: 3-5</p> <p>30 Minutes 4 days a week for targeted supplemental/intervention instruction:</p> <p>Tier 2 Instruction will be provided by the classroom teacher, and</p> <p>Tier 3 Instruction will be 30 minutes 4 days per week by a reading specialist or Title I reading teacher.</p>

Instructional Differentiation Plan for Reading

Grade Level: THIRD GRADE School District: FCSD 24

Student Group	At or Above Grade Level	Somewhat Below Grade Level	Significantly Below Grade Level
<p>Core Instruction (evidence-based, scientifically validated)</p>	<p>Core: SCOTT FORESMAN READING STREET</p> <p>Length of daily reading block: 120 inclusive minutes per day</p>	<p>Core: SCOTT FORESMAN READING STREET</p> <p>Length of daily reading block: 120 inclusive minutes per day</p>	<p>Core: SCOTT FORESMAN READING STREET</p> <p>Length of daily reading block: 120 inclusive minutes per day</p>
<p>Targeted Supplemental/Intervention Options (evidence-based, scientifically validated)</p> <p>List supplements/interventions being used for each student group</p>	<p>Students are ability grouped. Advanced students are given Differentiated Instruction using Reading Street 2011.</p> <p>Instruction will be provided by Core teacher.</p>	<p>Supplements/Interventions: Lower level readers, fluency/comprehension/vocab practice (Boost/Blitz)ReadLive</p> <p>Target group size: 4-6</p> <p>30 Minutes 3-4 days a week for targeted supplemental instruction (intervention)</p> <p>Instruction provided by Classroom Teacher, Reading Specialist or Title One teacher.</p>	<p>Supplements/Interventions: My Sidewalks, re-teaching, phonics instruction, vocabulary emphasis, fluency practice.</p> <p>Target group size: 2-3</p> <p>30-45 Minutes per day for targeted supplemental instruction (intervention)</p> <p>Instruction will be provided by a Reading Specialist, Title One teacher, or with Special Education teacher where applicable.</p>

FCSD#24 Reading Intervention Chart by Tier Level

	Tier I (40th percentile +) or appropriate cut score based on the assessment	Tier II (between 20-40th percentile) or appropriate cut score based on the assessment	Tier III (Below 20th percentile) or appropriate cut score based on the assessment
Instructor	Classroom Teacher	Classroom Teacher Title 1 Special Education	Title 1 Special Education
Group Size	max	1-6 students	1-3 students
Core Instruction Scott Foresman Reading Street	60-90 minutes daily	60-90 minutes daily	60-90 minutes daily or Core Replacement
Additional Intervention Time		30 minutes daily or as determined by program effectiveness	30-90 minutes daily or as determined by program effectiveness
Benchmarking and Progress Monitoring K-3 (Aimsweb)	Benchmarking 3x a year and Progress Monitor monthly	Benchmarking 3x a year and Progress Monitor 2-3 times a month	Benchmarking 3x a year and Progress Monitor weekly
Benchmarking Pk-K (CPAA)	Benchmarking 3x a year – K Spring only Pk	Benchmarking 3x a year – K Spring only Pk	Benchmarking 3x a year – K Spring only Pk

Suggested Programs:

Tier II Intervention Programs:

- *RS Intervention (My Sidewalks)
- *Blitz Phonics
- *ReadLive
- *Read180
- *REWARDS
- *Navigate
- *STARS/CARS

Tier III Programs:

- All Tier II Programs
- Reading Mastery (phonics)

Individualized Reading Plan

Name: _____

Plan Date: _____ 1st Review: _____ 2nd Review: _____ 3rd Review: _____

Instructional Goal: _____

		Spring				Fall				Winter				Spring			
School Year	Grade	MAP	%	Aims	Other	MAP	%	Aims	Other	MAP	%	Aims	Other	MAP	%	Aims	Other

CURRENT SCHOOL YEAR GRADE PLAN

Alterable Variable	Tier 1	Tier 2 Classroom/RTI	Tier 3 IEP/RTI
Curriculum	<ul style="list-style-type: none"> • Reading Street • Jolly Phonics • Other: _____ • _____ 	<ul style="list-style-type: none"> • My Sidewalks • Boost Phonics • Blitz Phonics • ReadLive • Read180 • Other: _____ 	<ul style="list-style-type: none"> • My Sidewalks • Boost Phonics • Blitz Phonics • ReadLive • Reading Mastery • Read180 • Other: _____
Size of Group	Whole Class () students	() students - Small Group	() students - Small Group
Instructor	General Education Instructor _____	General Education Instructor: Title 1 Teacher:	Title 1 Teacher: OR Special Education Teacher if IEP

Alterable Variable	Tier 1	Tier 2 Classroom/RTI	Tier 3 IEP/RTI
Supplemental Materials/ Instructional Priorities	<ul style="list-style-type: none"> • Small group leveled instruction • Other: _____ • Other: _____ 	<ul style="list-style-type: none"> • MobyMax • Computerized dynamic practice • After-school tutoring • Summer School • Other: _____ 	MobyMax Pull-out in Resource Room Computerized dynamic practice After-school tutoring Summer School Other: _____
Dates of Intervention			
Opportunities for Practice and Review	M-TH 90 minutes in classroom	M-TH additional 15 - 30 minutes instruction	M-TH additional 35-60 minutes instruction
Frequency/Types of Observation	<ul style="list-style-type: none"> • Daily - general observation • Pearson weekly tests • Other: _____ 	<ul style="list-style-type: none"> • Daily - general observation • Aims progress _____ • Other _____ 	<ul style="list-style-type: none"> • Daily - general observation • Other _____
Progress Monitoring (Specify frequency and materials) <i>attach charts and data</i>	<ul style="list-style-type: none"> • Monthly AIMSweb progress monitor • _____ • _____ 	<ul style="list-style-type: none"> • Bi-Weekly AIMSweb • Bi-Weekly ReadLive, Read180 or MobyMax • _____ • _____ 	<ul style="list-style-type: none"> • Weekly AIMSweb • _____ • _____

Notes: