

Gore Elementary School Reading Sufficiency Plan 2018-2019

Oklahoma State Department of Education

District: Gore (68-1006)

Academic Year: 2018-2019

Annual District Reading Plan

Board of Education Approved: _____

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GORE ES (68-I006-105)

Site Plan

Leadership Team

The purpose of the Reading Leadership Team is to build capacity of reading knowledge within the school building and focus on implementation of all aspects of the Reading Plan. The principal, reading coach, mentor reading teaches, content area teachers, and other principal appointees could serve on this team and should meet frequently throughout the school year.

How often does the Reading Leadership team meet? Once Per Semester

Reading Team

The primary contact person appears in the first row.

Last Name	First Name	Phone	Email	Team Position Value
Pugh	Tonya	9184895638	pught@gorepublicschools.org	Principal
Cunningham	Kari	9184895638	kcunningham@gorepublicschools.org	First Grade Teacher
Dan	Caleb	9184895638	cdan@gorepublicschools.org	Speech Pathologist
Falleur	Linda	9184895638	falleurl@gorepublicschools.org	Second Grade Teacher
Hubler	Susan	9184895638	hublers@gorepublicschools.org	Third Grade Teacher
Mattox	Starlet	9184895638	smattox@gorepublicschools.org	Kindergarten Teacher
McGee	Angie	9184895638	amcgee@gorepublicschools.org	First Grade Teacher
Roberts	Angie	9184895638	abriggs@gorepublicschools.org	Kindergarten Teacher
Rose	Zane	9184895638	zrose@gorepublicschools.org	Special Education Teacher
Smith	Carmen	9184895638	csmith@gorepublicschools.org	Second Grade Teacher
Spears	Jeanie	9184895638	jspears@gorepublicschools.org	Third Grade Teacher

Core Reading Program

Use of an approved scientifically-based reading research core program, scaffolding scope and sequence, and instructional materials and strategies used to address specific student needs. Instructional content is based on five components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension.

Grade	Core Reading Program Utilized	Core Program includes an Intervention Program?
First	Other: Scott Foresman (c) 2009 (Reading Street)	Yes
Second	Other: McGraw Hill OK Reading Wonders	Yes
Third	Other: McGraw Hill OK Reading Wonders	Yes
Kindergarten	Other: Saxon Phonics (c) 2006	Yes

Reading Block Minutes Tier 1

Schools should offer daily classroom instruction in reading in a dedicated, continuous and uninterrupted block of time of at least 90 minutes duration. The reading block could include whole group explicit instruction, small group differentiated instruction and independent reading practice in literacy stations monitored by the teacher.

Specify for each grade you serve the number of minutes for in class reading time.

Grade	Duration (in minutes)
K	90
1	90
2	90
3	90

Intervention Outside the 90 Minute Reading Block

In addition to the 90 minute reading block, instruction should be provided to children as determined by progress monitoring and other forms of assessment data. Refer to the OSDE Reading and Literacy webpage for examples of master schedules and academic progress plans and research based recommendations for interventions. The intervention should detail the grade levels, tier levels, the frequency and the duration of the student intervention.

For each grade you serve, identify the tier 2 and tier 3 intervention types and formats.

Grade:	First, Kindergarten, Second, Third
Tier:	2
Type:	95% Group Phonological Awareness, Phonics, and Comprehension lessons
Format - During School Day Outside the 90 Minute Reading Block:	No
Instructor:	Classroom Teacher
Frequency:	At least daily
Duration (in minutes):	30
If using a computer based program for intervention, describe how you are progress monitoring:	
Grade:	First, Kindergarten, Second, Third
Tier:	3
Type:	Other:Literacy First
Format - During School Day Outside the 90 Minute Reading Block:	No
Instructor:	Classroom Teacher
Frequency:	At least daily
Duration (in minutes):	45
If using a computer based program for intervention, describe how you are progress monitoring:	

Intervention Types for Tier 2: 95% Group Phonological Awareness, Phonics, and Comprehension lessons; Achieve 3000; Burst; Core Reading Program Intervention Kit; Corrective Reading; Early Reading Intervention; Earobics; Explicit instruction and practice of Florida Center for Reading Research activities; Great Leaps (fluency); Headsprout Early Reading; Language for Learning (vocabulary); Lexia; Neuhaus Education Center – Developing Metacognitive Skills (comprehension 3rd only); Neuhaus Education Center – Fluency; Neuhaus Education Center – Oral Language and Listening Comprehension; Neuhaus Education Center – Reading Readiness (K & 1st); Other; PALS – Peer Assisted Learning Strategies; Phonemic Awareness in Young Children; Quick Reads (fluency); RAVE-O; Read 180; Read Naturally (for fluency 2nd and 3rd); Read Well (core reading replacement program, Kindergarten & 1st grade only); Rewards; Road to the Code; Saxon Phonics; Six Minute Solution; Stepping Stones to Literacy; Take Flight, Payne Education Center; Voyager Passport; Watch Word; Waterford; West Virginia Phonics Lessons

Intervention Types for Tier 3: Barton Reading and Spelling System; Edmark; Failure Free Reading; Foundations (Wilson Reading Program); Lexia; Lindamood-Bell; Lindamood-Bell – LIPS (phonological awareness and phonics); Orton-Gillingham; Other; Project Read; Road to the Code; SPIRE; Take Flight, Payne Education Center; Visualizing-Verbalizing (Comprehension); Voyager Passport

Person Responsible: Classroom Teacher; English Language Learners (ELL) Instructor; Instructional Assistants or Paraprofessionals; Other; Reading Coach; Reading Specialist; Special Education Teacher; Title I Instructor

Frequency for Tier 2: At least daily; Every two weeks; Four days a week; Less than once a month; Less than once a week; Monthly; Once a month; Once a week; Three days a week

Frequency for Tier 3: At least daily; Every two weeks; Four days a week; Less than once a month; Less than once a week; Monthly; Once a month; Once a week; Three days a week

Assessment Plan and Goals

The administering of high quality assessments to monitor progress and identify students in need of more explicit instruction aligned to grade level goals should drive all decision making.

Grade Level Data

Grade:	K
Type of Screening Assessment:	STAR Early Learning Enterprise, Renaissance Learning, Inc.
Dates of Screening Assessment:	August 2018
Type of Progress Monitoring:	Literacy First
Frequency of Progress Monitoring:	Every two weeks
Type of Summative Assessments:	N/A - No longer required as of FY 2019
How will the site use this data to drive instruction?	The team will use this data to form small flex groups to remediate missing skills; phonological awareness, vocabulary, phonics, comprehension, fluency and spelling. The tiers will be given additional interventions which will be provided in the classroom setting with classroom teacher and/or reading specialist.
Grade:	1
Type of Screening Assessment:	STAR Early Learning Enterprise, Renaissance Learning, Inc.
Dates of Screening Assessment:	August 2018
Type of Progress Monitoring:	Literacy First
Frequency of Progress Monitoring:	Every two weeks
Type of Summative Assessments:	N/A - No longer required as of FY 2019

How will the site use this data to drive instruction? The team will use this data to address all skills in the areas of phonological awareness, vocabulary, phonics, comprehension, fluency and spelling during the 90 minute language arts block. A spelling inventory will also be administered so that each student will be provided with an individualized reading program. Outside the 90 minute reading block, students will also work in venters designed specifically to address reading gaps in order to improve literacy skills. The tiers will be given additional intervention which will be provided in the classroom setting with classroom teachers and/or reading specialist. Data will guide collaborative conversations, allowing teachers to share best practices to provide enrichment as well as remediation to small flex groups. Data will also guide and inform whole group and individualized instruction according to student needs. Data will be used to inform each student and parents of the student's proficiency level, strengths and areas of challenges, along with opportunities for students to progress and suggestions for parents in how they can help their child in the reading process.

Grade: 2

Type of Screening Assessment: STAR Early Learning Enterprise, Renaissance Learning, Inc.

Dates of Screening Assessment: August 2018

Type of Progress Monitoring: Literacy First

Frequency of Progress Monitoring: Every two weeks

Type of Summative Assessments: N/A - No longer required as of FY 2019

How will the site use this data to drive instruction? The team will use this data to address all skills in the areas of phonological awareness, vocabulary, phonics, comprehension, fluency and spelling during the 90 minute language arts block. A spelling inventory will also be administered so that each student will be provided with an individualized reading program. Outside the 90 minute reading block, students will also work in centers designed specifically to address reading gaps in order to improve literacy skills. The tiers will be given additional intervention which will be provided in the classroom setting with classroom teacher and/or reading specialist. Data will guide collaborative conversations, allowing teachers to share best practices to provide enrichment as well as remediation to small flex groups. Data will also guide and inform whole group and individualized instruction according to students needs. Data will be used to inform each student and parents of the student's proficiency level, strengths and areas of challenges, along with opportunities for students to progress and suggestions for parents in how they can help their child in the reading process.

Grade: 3

Type of Screening Assessment: STAR Early Learning Enterprise, Renaissance Learning, Inc.

Dates of Screening Assessment: August 2018

Type of Progress Monitoring: Literacy First

Frequency of Progress Monitoring: Every two weeks

Type of Summative Assessments: N/A - No longer required as of FY 2019

How will the site use this data to drive instruction?

The team will use this data to address all skills in the areas, vocabulary, comprehension, fluency and spelling. The data will also be used to help improve written language skills. A spelling inventory will also be administered so that each student will be provided with an individualized reading program. The tiers will be given additional intervention which will be provided in the classroom setting with classroom teacher and/or reading specialist. The students will be able to use Study Island, Accelerated Reader and library enrichment to increase literacy skills. Students will also work in centers designed specifically to address reading gaps in order to improve literacy skills. Outside the 90 minute block, students will work on comprehension skills in all content areas using various strategies such as teacher-directed KWLE charts, the Basic Signal Words, and Anchor Charts to help students in learning to find the main ideas in text. Data will be used to inform each student and parents of the student's proficiency level, strengths and areas of challenges, along with opportunities for students to progress and suggestions for parents in how they can help their child in the reading process.

Professional Development

Professional development for teachers, coaches, administrators should be provided to ensure that all district educators are grounded in the essential components of reading instruction. Providers of professional development (Internal and external) should have base training in reading instruction on scientifically-based reading research.

Reading

What professional development(s) did your site offer for Reading?

Eight of eleven teachers have been trained by Literacy First Training: Phase I and trained in Phase II. Teachers attend team meetings, grade level meetings, and meeting with school administrator one time per semester or as needed.

Parent Guardian Communication

School personnel should provide timely updates and information throughout the school year with parents and guardians regarding student performance in reading.

Will every child K-3 that does not meet a score of proficiency, receive a written notice to the parent or guardian 30 days after the assessment?

Yes

Was there any additional communication with the parent or guardian about their student's reading proficiency other than the written notice? If yes, describe.

Parents will have the opportunity to attend parent nights which will provide them with literacy information.

Parent/teacher conferences will be held a minimum of two times during the school year at this time the teacher will inform parents of the student's results from literacy testing. Written communication will also be provided to show strengths and weaknesses.