

Elementary Reading Plan (2011-2012)

School Name/Number: Maple Grove Elementary School-3439

Corp Name/Number: Center Grove Com Sch Corp/4205

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Leadership

Does the school have a leadership team in place? Yes

How often does the team meet? Every other month

Name	Position
Shelley Coover	Principal
Tami Cuskaden	Third Grade Teacher
Connie Deiwert	Second Grade Teacher
Patty Gardner	Fourth Grade Teacher
Wendy Kruger	District Administrator
Sarah Lux	Kindergarten Teacher
Paige Prather	Fifth Grade Teacher
Allison Smiley	First Grade Teacher

Core Program (Tier 1)

Scott Foresman Reading Street (c) 2008

Reading Block Minutes (Tier 1) Ninety Minutes Minimum

Grade	Minutes
Kindergarten	90
First	90
Second	90
Third	90
Fourth	90
Fifth	90

Intervention Outside the 90 Minute Reading Block

Grades	Kindergarten, First, Second
Intervention Types	Other
Tiers	Tier 2, Tier 3
Duration	30 minutes a day
Group Meeting Frequency	Four days a week
Intervention Description	Waterford

Grades	Kindergarten, First, Second, Third, Fourth, Fifth
Intervention Types	Other
Tiers	Tier 2, Tier 3
Duration	30 minutes a day

Group Meeting Frequency	Four days a week
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Intervention Description	Lexia
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Grades	First, Second, Third, Fourth
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Intervention Types	Other
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Tiers	Tier 2, Tier 3
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Duration	30 minutes a day
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Group Meeting Frequency	Four days a week
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Intervention Description	Read Naturally
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Grades	Second, Third, Fourth, Fifth
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Intervention Types	Other
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Tiers	Tier 2, Tier 3
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Duration	30 minutes a day
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Group Meeting Frequency	Four days a week
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Intervention Description	Read About
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Grades	Kindergarten, First
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Intervention Types	Other
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Tiers	Tier 3
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Duration	30 minutes a day
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Group Meeting Frequency	Four days a week
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Intervention Description	Headsprout
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Grades	Kindergarten, First, Second, Third, Fourth, Fifth
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Intervention Types	Other
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Tiers	Tier 2, Tier 3
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Duration	30 minutes a day
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Group Meeting Frequency	Four days a week
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Intervention Description	Compass
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Grades	First, Second, Third
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Intervention Types	Other
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Tiers	Tier 3
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Duration	30 minutes a day
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Group Meeting Frequency	Four days a week
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Intervention Description	My Sidewalks
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Grades	Second, Third, Fourth, Fifth
Intervention Types	Other
Tiers	Tier 3
Duration	45 minutes a day
Group Meeting Frequency	At least daily
Intervention Description	SRA--Decoding

Grades	Second, Third, Fourth, Fifth
Intervention Types	Other
Tiers	Tier 3
Duration	45 minutes a day
Group Meeting Frequency	At least daily
Intervention Description	SRA Reading Comprehension

Grades	Kindergarten, First, Second
Intervention Types	Other
Tiers	Tier 3
Duration	30 minutes a day
Group Meeting Frequency	At least daily
Intervention Description	SRA Language for Learning

Assessment Plans And Goals

Grade	Kindergarten
Formative Assessments	Yes
Description	Kindergarten students will be measured using the end-of-year AIMSWEB scores, high frequency word list, and Guided Reading Levels.
Progress Monitoring	Yes
Description	AIMSWEB, GRL and high frequency words
Summative Assessments	Yes
Description	Kindergarten students will be measured using the end-of-year AIMSWEB, high frequency word lists, GRL and I-READ K Measures.
Grade Level Mid-Year Goals	AIMSWEB LNF=44, AIMSWEB LSF=27, AIMSWEB PSF=30, AIMSWEB NWF=25; Know 100% of the high frequency word list; Attain an Independent Guided Reading Level of B with 95% Fluency and comprehension; Identify story elements for purpose of understanding (Standard 10)
Grade Level End-Year Goals	AIMSWEB LNF=52, AIMSWEB LSF=39, AIMSWEB PSF=48, AIMSWEB NWF=40; Know 90% of the high frequency word list; Attain an Independent Guided Reading Level of C with 95% Fluency and comprehension; Participate in IREAD K to provide classroom data to teacher Identify story elements for purpose of understanding (Standard 10)

Diagnostic Tools	Yes
Description	As deemed appropriate by the School Psychologist.
Grade	First
Formative Assessments	Yes
Description	1st Grade Students will be measured by using the end-of-year AIMSWEB, high frequency word lists, and Guided Reading Levels (GRL)
Progress Monitoring	Yes
Description	AIMSWEB (NWF & RCBM), high frequency word lists (Units 1 & 2) and GRLs.
Summative Assessments	Yes
Description	1st Grade Students will be measured by using the end-of-year AIMSWEB, high frequency word lists (Units 3 & 5) , Guided Reading Levels (GRL), End-of-Year Reading Benchmark and I-READ 1 Measures.
Grade Level Mid-Year Goals	AIMSWEB NWF=54, AIMSWEB RCBM=36; Read 90% of grade level sight words (Units 1-2); Attain an independent GRL of E; Score 85% on Unit 2 Reading Benchmark (separated from grammar assessment. Test can be read to student if needed.) With prompting and support, read prose and poetry of appropriate complexity for mid-point of grade 1 (Standard 10).
Grade Level End-Year Goals	AIMSWEB RCBM=67; Read 90% of grade level sight words (Units 3-5); Attain an independent GRL of I; Score 85% on End-of-Year Reading Benchmark (separated from grammar assessment. Students read on own.) Participate in I-READ 1 to provide classroom data to teacher With prompting and support, read prose and poetry of appropriate complexity for mid-point of grade 1 (Standard 10).
Diagnostic Tools	Yes
Description	As deemed appropriate by School Psychologist.
Grade	Second
Formative Assessments	Yes
Description	2nd grade students will be measured by using the end-of-year AIMSWEB, high frequency word lists, and Guided Reading Levels (GRLs).
Progress Monitoring	Yes
Description	AIMSWEB (RCBM & MAZE), SRI Lexile Level, End-of-Year Reading Benchmark and I-READ 2 Measures.
Summative Assessments	Yes
Description	2nd grade students will be measured using AIMSWEB (RCBM & MAZE), SRI Lexile Level, End-of-Year Reading Benchmark and I-READ 2 Measures.
Grade Level Mid-Year Goals	AIMSWEB RCBM=88; AIMSWEB MAZE=11; Read and comprehend at Lexile Level of 525 using SRI as one measure; Score 85% on Unit 2 Reading Benchmark (Separated from grammar assessment.); By the middle of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the mid-level of the range (Standard 10).
Grade Level End-Year Goals	AIMSWEB RCBM=106; AIMSWEB MAZE=15; Read and comprehend at Lexile Level of 600 using SRI as one measure; Score 85% on End-of-Year Reading Benchmark (Separated from grammar assessment.); Participate in IREAD 2 to provide classroom data to teacher; By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range (Standard 10).
Diagnostic Tools	Yes
Description	As deemed appropriate by School Psychologist.

Grade	Third
Formative Assessments	Yes
Description	3rd grade students will be measured using end-of-year AIMSWEB, SRI Lexile Level, and Acuity ELA Reading Standard Measures.
Progress Monitoring	Yes
Description	AIMSWEB (RCBM & MAZE), SRI Lexile Level, and Acuity ELA Reading Standard questions.
ISTEP + Summative	Yes
Description	3rd grade students will be measured using AIMSweb (R-CBM and MAZE), SRI Lexile level, and I-READ 3 measures
Grade Level Mid-Year Goals	AIMSWEB RCBM=111; AIMSWEB MAZE=15; Read and comprehend at Lexile Level of 600-620 using SRI as one measure; By the middle of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the mid-level of the range (Standard 10).
Grade Level End-Year Goals	AIMSWEB RCBM=127; AIMSWEB MAZE=16; Read and comprehend at Lexile Level of 770-790 using SRI as one measure; Attain a Passing score on IREAD 3; By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the mid-level of the range (Standard 10).
Diagnostic Tools	Yes
Description	As deemed appropriate by School Psychologist.

Grade	Fourth
Formative Assessments	Yes
Description	4th grade students will be measured using end-of-year AIMSWEB, SRI Lexile Level, and Acuity ELA Reading Standard Measures.
Progress Monitoring	Yes
Description	AIMSWEB (RCBM & MAZE), SRI Lexile Level, and Acuity reading standard questions.
ISTEP + Summative	Yes
Description	4th grade students will be measured by AIMSweb (R-CBM and MAZE), SRI Lexile level, and End-of-Year Reading Benchmark
Grade Level Mid-Year Goals	AIMSWEB RCBM=125; AIMSWEB MAZE=20; Read and comprehend at Lexile Level of 770-880 using SRI as one measure; By the middle of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the mid-level of the range (Standard 10)
Grade Level End-Year Goals	AIMSWEB RCBM=139; AIMSWEB MAZE=20; Read and comprehend at Lexile Level of 800-880 using SRI as one measure; Score 85% on the end-of-year Reading Benchmark (separated from the grammar assessment); By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range (Standard 10)
Diagnostic Tools	Yes
Description	As deemed appropriate by School Psychologist

Grade	Fifth
Formative Assessments	Yes
Description	5th grade students will be measured using end-of-year AIMSWEB, SRI Lexile Level, and Acuity ELA Reading Standard Measures.
Progress Monitoring	Yes

Description	AIMSWEB (RCBM & MAZE), SRI Lexile Level, and Acuity reading standard questions.
ISTEP + Summative	Yes
Description	5th grade students will be measured by AIMSweb (R-CBM and MAZE), SRI Lexile level, and End-of-Year Reading benchmark
Grade Level Mid-Year Goals	AIMSWEB RCBM=139; AIMSWEB MAZE=22; Read and comprehend at Lexile Level of 880-925 using SRI as one measure; By the middle of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text (Standard 10)
Grade Level End-Year Goals	AIMSWEB RCBM=153; AIMSWEB MAZE=27; Read and comprehend at Lexile Level of 925-980 using SRI as one measure; Score 85% on the end-of-year Reading Benchmark (separated from the grammar assessment); By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text (Standard 10)
Diagnostic Tools	Yes
Description	As deemed appropriate by School Psychologist

Professional Development

Core Reading Program Professional Development

Early Release Time--up to 4 times per month--was available to focus on literacy strategies (Ex.-reading workshop, Daily 5, etc.)

Reading Intervention Professional Development

The Elementary Response to Intervention Committee meetings; Student Support Team Data Reviews and Team Meetings; District Interventionist was available to present at buildings' Early Release Sessions and is on-call to provide support to all staff.

Reading Assessment Professional Development

Early Release time was used to analyze assessment data and to review impact on instruction. Administrators began professional development with a book study on "Driven by Data." In-building grade level meetings provided support for data use. Summer retreat focus will be on data use for instructional design.

Parent/Guardian Communication

Communication of student achievement occurs through many avenues including: report card information, newsletters from each school, district and school web pages, Skyward data access, and parent conferences. A data dashboard for each child which contains real-time data information is also being developed to help communicate with parents.

Remediation Structure

Number of Students	4
Instruction	Classroom Teacher, Reading Coach
Format	Summer School
Frequency	Four times a week for
Days	12
Duration	150 minutes a day
Curriculum Used	Heinemann Leveled Intervention System