

Wasatch Elementary
Kindergarten – Third Grade Reading Achievement Plan – 2013-14
Approved by the Community Council on _____

At Wasatch Elementary School, we believe that providing targeted support for students at an early stage of reading development sets a strong foundation for reading success. This foundation is essential to build upon each additional year. It can be compared to a ladder. If a student is able to get to a higher rung early on, then the next year's growth will be added to that higher rung, which will continue to impact future years of learning as they climb higher and higher.

In our Reading Achievement Plan this year, we are targeting students who tested below grade level on end-of-year tests, as well as on this year's screening and diagnostic assessments given during language arts instruction and RTI (Response to Intervention). Because our State Report Card, two years ago, showed our ELL (English Language Learners) and Hispanic populations were not making as much progress in reading and writing skills as other students at Wasatch, we will continue to focus on these students to make sure they continue to make good reading progress.

We have two tracks of instruction at Wasatch Elementary. We have the Traditional English Program, where all instruction is delivered in English. We have the Chinese Immersion Program, where half of the day's instruction (including reading) and communications are delivered in English. The other half of the day's instruction and communications are delivered in Chinese. The English and Chinese partner teachers work together to coordinate the two halves of the day.

Reading instruction is provided in a 3-Tier model. Tier 1 is whole class instruction. Tier 2 is small group instruction given at the students' skill level. Tier 3 is small group or individual instruction given to students identified as needing additional support.

Along with 14 hours of literacy instruction each week, all kindergarten – third-grade students are given the *DIBELSNext* (Dynamic Indicators of Basic Early Literacy Skills) assessment. Benchmark assessments are administered at the beginning, middle, and end of year to track student reading progress. Students identified as needing additional support are assessed with the *DIBELSNext* Progress Monitoring assessments according to need. Third grade is also using *Daze* Progress Monitoring to assess comprehension on the same schedule as the *DIBELSNext* assessment. This provides useful and timely feedback to inform instruction.

i-Ready Diagnostic and Instruction, a research based reading instruction program, is used to provide additional support for students struggling with beginning reading skills and reading comprehension in first through third grade, as well as challenging all beginning readers. This Internet-based computer program is individualized and provides additional challenge to basic skills to build towards reading fluency. Students work at their own pace and on their own level. This program reroutes the students when needed so they practice skills to develop mastery. An added feature with this program is that it challenges each student at his/her individual level, both for students who need extensions as well as interventions. So all students work at a level that helps them to grow. Teachers access current information on each student and follow student progress. Student progress is tracked in the areas of Phonological Awareness, Phonics, High-

Frequency Words, Vocabulary, Comprehension: Literature, and Comprehension: Informational Text. Students read leveled stories based on individual skills they are learning. Emphasis on vowels and blends help to build knowledge of longer words. The online component can be accessed at home where students can continue building basic reading skills. Classroom teachers will instructions on how to access the program from home. The individual nature of this intervention provides students with pertinent practice to improve reading success.

We involve parents as partners in our early reading program by sending a take-home book on their child's reading level. This program is offered in kindergarten, first, and second grades, as needed.

Grade-Level Academic Reading Goals

Kindergarten: Wasatch currently has 129 kindergarten students in five half-day classes. All kindergarten students are enrolled in the Traditional English Program. Kindergarten teachers individually assess each student before school starts each year. Reading instruction is provided in a combination of instructional formats: whole class, small group, and individual instruction. Instructional aides are provided in each class during reading rotations so individual children receive small group instruction daily. In addition, instructional aides also pull small groups and individual students to provide additional support for students struggling in letter sounds and word recognition. The students who have the greatest need have been identified for specialized services. An instructional aide uses the program *Early Reading Intervention (ERI)* to provide Response to Intervention (RTI) for identified students. Kindergarten students receive this service in addition to their regular kindergarten day. These students will be monitored on a regular basis to make sure they are making progress towards the kindergarten goals listed below:

- 95% of students will pass Provo District Kindergarten Language Arts Test that given at the end of each quarter.
- 95% of students will pass the kindergarten end of year test, or, make adequate yearly progress (a gain of at least 100 points).

First Grade: We have 144 first-grade students in six classes. 102 of these students have half of the day's instruction in English and the other half in Chinese. Forty-two students participate in the Traditional English Program. In order to provide an optimal learning experience for each student, teachers assess student needs and provide targeted reading instruction. Instructional aides are provided to support small group and/or individual instruction on a daily basis to continue building a strong foundation in reading.

This year our first-grade teachers and students will be using *i-Ready Diagnostic and Instruction*, a reading program designed for struggling readers. This curriculum targets the needs of individual students by placing all children at their ideal starting point within the curriculum, prescribing a customized course of study based on knowledge gaps and learning needs, and adapting to student progress by accelerating or re-teaching as needed. The program provides direct strategy instruction as students learn key vocabulary words and listen to a narrator model how to read a text. With *i-Ready*, both teachers and parents have access to comprehensive data

on student usage, progress, and mastery of key concepts like vocabulary and reading comprehension, making it possible to address student needs both at school and at home. The reading goals for first grade are as follows:

- 95% of students will pass (2013 pass percentage is 70% according to our testing cover letter) Provo School District First-Grade Language Arts Test that is given at the end of each quarter.
- 90% of students will achieve scores of 58 on DIBELS*Next* Nonsense Word Fluency: Correct Letter sounds.

Second Grade: This year there are 155 second-grade students in seven classes, with sixty-one students in the Traditional English Program and ninety-four students in the Chinese Immersion Program in second grade. Due to the large number of students, our second grade teachers plan Language Arts instruction in their Traditional English Program team and the Chinese Immersion Program team.

Students with the greatest need, identified through the use of common assessments, are provided small group and/or individual reading interventions. Students are grouped according to their specific needs across the teams for 30 minutes of RTI instruction on Monday through Thursday. The computer labs are utilized during RTI to provide targeted practice while facilitating additional small group instruction on a variety of levels and/or specific reading strategies in the classroom. The computer-based *i-Ready* program provides students access to both interventions and extensions. The program provides activities adjusted to each student's skill level and provides challenging literacy activities along with regular assessment to monitor progress.

Students needing intensive interventions in phonics, fluency, comprehension, and/or spelling strategies or skills that have already been taught during regular classroom instruction receive additional instruction using portions of the step-by-step Wilson Reading System (WRS) for Tiers II & III.

The reading goals for second grade are listed as follows:

- 98% of students will pass the Provo School District Second-Grade Language Arts Interim Test that is given at the end of each quarter.
- On the DORF (DIBELS Oral Reading Fluency) assessment, 95% of students will achieve a score of at least 87 correct words per minute for fluency with 97% accuracy and a retell score of at least level 2 with 27 words at the end of the year (EOY).

Third Grade: We have 138 third-grade students in six classes. Fifty-four students participate in the Traditional English Program and eighty-four students participate in the Chinese Immersion Program. Our third-grade teachers follow plans for Tier 1, Tier II, and Tier III instruction as

described above. They also use the *Wilson Just Words* program, and *i-Ready Diagnostic and Instruction*. The reading goals for third grade are listed below:

- 95% of the students will be proficient on the State Core Language Arts Test.
- 95% of students will pass the Provo District Third-Grade Interim Language Arts Test that is given at the end of each quarter.
- On the DORF (DIBELS*Next* Oral Reading Fluency) assessment, 95% of students will achieve a score of at least 100 correct words per minute on fluency with 97% accuracy and a retell score of level 3 and at least 30 words at the end of year (EOY) benchmark assessment.
- 95% pf students will receive a score of at least 19 on the Daze comprehension portion of the DIBELS*Next* assessment at the EOY.