

Wasatch Elementary Kindergarten – Third Grade Reading Achievement Plan 2014-15

At Wasatch 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. If a student is able to obtain a strong foundation early on, then the next year's growth will be added to a strong foundation, which will continue to impact future years of learning as they continue to achieve at high levels.

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.

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

MimoSprout[™] and *MimoReading*[™] (formerly *HeadSprout Early Reading* and *HeadSprout Reading Comprehension*), research based reading instruction programs, are used to provide additional support for students struggling with beginning reading skills and reading comprehension in kindergarten through third grade, as well as challenging all beginning readers. This Internet based computer program is individualized and provides additional exposure 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. Teachers access current information on each student and follow student progress. A classroom offline component supports students with the greatest need and is provided by classroom teachers and teaching assistants. 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 reading stories and doing online assessment. Classroom teachers will send an email, to parents who want this option, with 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 book home on their child's reading level. This program is offered in kindergarten, first, second, and third grades as needed.

Grade-Level Academic Reading Goals

Kindergarten: Wasatch currently has 124 Kindergarten students in five half-day classes. 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 individually. 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 goals listed below:

- 95% of students will pass Provo District Kindergarten, Interim Essentials, Language Arts test that is given at the end of each quarter.
- 95% of students will achieve scores of 30 on First Sound Fluency (FSF), 40 on Phoneme Segmentation Fluency (PSF), and 28 on Nonsense Word Fluency: correct letter sounds (NWF-CLS) for the DIBELS Next testing at the end of the year (EOY).
- 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 150 first-grade students in six classes. 102 of these students have half of their day's instruction in English and the other half in Chinese. 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.

Our first-grade teachers are using I-Ready, an adaptive language arts program. This curriculum targets the needs of individual students by placing 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 District First-Grade, Interim Essentials, Language Arts test that is given at the end of each quarter.

- 90% of students will achieve scores of 58 on Nonsense Word Fluency: correct

Second Grade: This year there are 138 second-grade students in six classes, with 96 of the students enrolled in the Chinese Immersion Program. Due to the large number of second grade 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 their 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 Tier II & III.

The reading goals for second grade are listed below:

- 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 cwpm for fluency with 97% accuracy and a retell score of at least 27 at the end of the year (EOY).

Third Grade: We have 148 third-grade students in five classes. Eighty-seven of the third graders are involved in Chinese Immersion. Our third-grade teachers teach Tier 1, Tier II, and Tier III instruction in their classroom, using differentiation to meet individual learners' needs. They also use the i-Ready and Wilson Just Words programs. For the first time, third grade is implementing the Baggie Books for struggling readers. They will provide books based on the learner's reading level. The reading goals for third grade are listed below:

- 95% of the students will be proficient on the SAGE Language Arts Test.
- 95% of students will pass the Provo District Third-Grade Interim Essentials Language Arts 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 100 cwpm for fluency with 97% accuracy and a retell score of at least 30 at the end of the year (EOY).

- 95% of students will receive a score of at least 19 of the DAZE comprehension portion of the DIBELS assessment.