

PURPOSE OF DISTRICT PLAN

The purpose of the Reading Sufficiency District Plan is:

- * to satisfy requirements for the Reading Sufficiency Act (HB 2017 and HB 2878) that was passed by the Oklahoma Legislature in June 1997 and June 1998; HB 1621 Summer Reading Academy; SB 966
- * to provide direction to Alva Independent Elementary Schools for compliance of provisions specified in the Reading Sufficiency Act; and
- * to insure that each child attains the necessary reading skills by completion of third grade which will enable the student to continue development of reading skills and to succeed throughout school and life.
- * it is the policy of the Alva Independent School District #001 to provide equal opportunities without regard to race, color, national origin, sex, age qualified handicap or veteran status. If you feel this policy was not met, please contact the Alva Independent School District Compliance Officer at 580-327-4823.

ALVA INDEPENDENT SCHOOLS' DISTRICT READING SUFFICIENCY PLAN

- A. Beginning with the 1998-99 school year, each student enrolled in kindergarten through third grade of the Alva School District shall be assessed by state approved assessments for the acquisition of reading skills. Before the close of the current school year, any student, **excluding up to 15% of students having an individualized education program (IEP), or students assessed by a portfolio, or English Language Learners (ELL)**, found not to be reading at the appropriate grade level shall be provided a Plan of Reading Improvement (PRI) which shall include a program of instruction in reading designed to enable the student to acquire growth in reading skills. The plan shall include, but not be limited to:
1. Sufficient additional in-school instructional time for the development of reading and comprehension skills for the student;
 2. Utilization of teaching methodologies, including phonics and other methodologies in wide practice, as is determined appropriate by the Plan of Reading Improvement committees.

The student shall be reassessed at the conclusion of the program of instruction. The program of instruction shall continue until the student is determined to be reading at or above grade level. The student may continue to progress to the next grade level while the remedial reading instruction continues.

- B. Each school site shall establish a committee composed of educators, which if possible, shall include a certified reading specialist, to determine the Plan of Reading Improvement (PRI) for each student for whom one is necessary. A parent or guardian of the student shall be included in the development of the Plan of Reading Improvement (PRI) for that student. The school district shall adopt and annually update a district plan which will comply with the provisions of the Reading Sufficiency Act.

- C. For any third grade student not reading at that grade level as determined by state approved assessment given mid-year, a new reading assessment plan shall be developed as specified in this section and implemented. In addition to other requirements of this act, the plan shall include the specialized tutoring of the Title 1 program and may include a recommendation as to whether the student should be retained; to change reading group levels to receive specialized tutoring; and/or be referred for further evaluation at the end of the third grade in consultation with parents/guardians and teachers, or attend summer school.

- D. Copies of the results of the assessment administered shall be made a part of the permanent record of each student so that the results of the next grade level assessment can be measured against the previous grade level results.

ALVA INDEPENDENT ELEMENTARY SCHOOLS' SITE PLAN

READING SUFFICIENCY PLAN COMMITTEE

The Alva Elementary Committee will if possible consist of:

- * reading specialist
- * classroom teacher
- * parent/guardian
- * principal

ASSESSMENT OF STUDENTS

The Reading Sufficiency Act requires that each student enrolled in kindergarten, first, second and third grades be assessed by state approved assessments for the acquisition of reading skills for the grade level in which the student is enrolled.

Alva School District will submit an elementary baseline to the Oklahoma State Department of Education annually, stating the number and percentage of students scoring on or above third grade on the criterion referenced test in reading.

To determine the reading instructional levels of students, Alva Elementary Schools will use one of the following state approved assessments:

- * Literacy First Battery of Screening Instruments
- * Basic Early Assessment of Reading (BEAR)
- * Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

INSTRUCTIONAL PROGRAMS

To enable students to acquire the appropriate grade level of reading skills, the following classroom reading instructional programs and/or remedial programs will be offered in combination with classroom instruction:

- * Title 1 Reading Program
- * Peer Tutoring
- * Parent/Community Mentoring Program
- * Computer-assisted Instruction
- * Cross-age Tutoring
- * Saturday School
- * Summer School

READING METHODOLOGIES/ELEMENTS OF READING INSTRUCTION

In the specialized program of instruction, the following methodologies and elements of reading instruction will be used when appropriate for the student according to his/her progress of reading:

- * Phonological Awareness
- * Phonemic Awareness
- * Phonics Programs
- * Spelling
- * Reading Fluency
- * Comprehension
- * Sustained Silent Reading
- * Guided Reading
- * Vocabulary Building
- * Computer Assisted Instruction
- * Reading for Meaning
- * Reading Strategies Instruction
- * Explicit Skill Instruction

PROFESSIONAL DEVELOPMENT

In addition to a specialized program of instruction for students who are below grade level in reading, it is the responsibility of the classroom teacher to provide instruction that includes all of the components of an effective reading program. A balanced reading program includes eight components. The eight components to an effective, balanced reading program include:

- * Reading Aloud
- * Shared Reading
- * Guided Reading
- * Independent Reading
- * Shared Writing
- * Interactive Writing
- * Guided Writing
- * Independent Writing

Professional development in effective reading program components, the reading process, and reading assessment should be a continual process in all elementary schools. Assistance in designing a professional development program for improved reading instruction is available from Title 1 reading specialists, Northwest Oklahoma Cooperative for In-Service (NWOCI), Professional Development Committee, and/or the Professional Development Center.

REQUIREMENTS OF THE READING ASSESSMENT PLAN

According to the Reading Sufficiency Act, every student found not to be reading at the appropriate grade level shall be provided a **PLAN OF READING IMPROVEMENT** (PRI) which shall include a program of instruction in reading designed to enable the student to acquire the appropriate grade level of reading skills. The **Plan of Reading Improvement** (PRI) should include:

- * a list of assessments used to determine reading level;
- * the instructional programs, services and/or extended day/year to be implemented;
- * the instructional focus to be targeted;
- * signatures of committee members to include a classroom teacher, parent and reading specialist;
- * recommendations for continued services, if needed;
- * for grade three students who are determined to be below grade level, a description of specialized tutoring and/or recommendations for grade placement.

The specific information required for the **Plan of Reading Improvement** (PRI) form will be completed for every student in grades one through three who, according to data collected using multiple assessments, is below grade level in reading. A copy of **Plan of Reading Improvement** form is attached.

Plan of Reading Improvement committee will review a minimum of twice a year. Committee members should include the classroom teacher, the parent or guardian and a reading specialist. The committee may also include an administrator, a special education teacher, tutor, mentor teaching assistant, or fourth grade teacher

The first committee meeting will occur at any time during the course of the school year when it is determined that a student is below grade level in reading. The first committee meeting will include:

- * a review of the assessments used to determine instructional reading level of student;
- * a determination of a specialized program of instruction for the student;
- * a determination of the instructional focus(es) to be addressed during the specialized program of instruction;
- * a determination of the professionals who will be responsible for facilitating the specialized program of instruction and the instructional focus(es);
- * completion of **Plan of Reading Improvement** (PRI) form to document the decision made during this committee meeting;
- * signing of **Plan of Reading Improvement** (PRI) form by all committee members.

The second committee meeting will be held at the conclusion of the specialized program of instruction. The second meeting will include:

- * a review if the assessments used during the specialized program of instruction as well as at the conclusion of the program to determine current instructional reading level of student;
- * recommendations concerning whether the specialized program of instruction should continue or cease;
- * completion of **Plan of Reading Improvement** (PRI) form to document the decision made during this committee meeting;
- * signing of **Plan of Reading Improvement** (PRI) form by all committee members;
- * for any third grade student not reading at that grade level as determined by multiple assessments, a new reading assessment plan shall be developed which shall include specialized tutoring and recommendations for grade placement, for further evaluation, or Summer Reading Academy.

Plan of Reading Improvement (PRI) will be retained in the student's permanent record.

Checklist of Responsibilities for Reading Assessment Plans

Site Principal

- * Oversee Committees in accordance with Reading Sufficiency Act in grades K-3
- * Submit the Site Reading Plan for inclusion in the district's Comprehensive Local Education Plan (CLEP).
- * Resolve problems and if necessary meet with site reading committees.
- * Expend reading sufficiency funds on state approved reading assessments for Kindergarten, Grades 1, 2 and 3, and instructional reading supplies.
- * Report at the end of each year the percentage of third grade students reading at or above grade level using state approved assessments.

| YEAR | Percentage of 3 rd grade students reading at or above grade level (40 th National Percentile) |
|-------------------|---|
| 2001-02(baseline) | 67% |
| 2002-03 | 82.6% |
| 2003-04 | 81% |
| 2004-05 | 83.9% |
| 2005-06 | 94% |
| 2006-07 | (Goal is 90% by May 2007) |
| | |

*Submit annual improvement goals necessary to progress from a **baseline in 2001-02 of 67% of students reading at or above grade level** to 90% by May 1, 2007.

IMPROVEMENT GOALS:

1. Students will participate in daily phonics activities.
2. Students will participate in daily activities to increase their phonological awareness skills.
3. Students will participate in daily reading comprehension through classroom lessons, activities, and Accelerated Reader incentives.
4. Students will participate in daily vocabulary skills
5. Students will participate in daily spelling activities.
6. Students will participate in daily activities to increase reading fluency.

These goals will be submitted to the Oklahoma State Department of Education annually.

Checklist of Responsibilities for Plan of Reading Improvement

Classroom Teachers

- * Contact parents/guardians for meetings-document and maintain all contacts
- * Schedule the individual **Plan of Reading Improvement** (PRI) committee meetings
- * Collect and assure variety of assessments
- * Make copies of assessment results for parent/guardians
- * Chair committee meetings and schedule next meeting, minimum of two meetings
- * Complete the individual **Plan of Reading Improvement** (PRI) form
- * Submit copies of individual **Plan of Reading Improvement** (PRI) forms and assessments of each **Plan of Reading Improvement** (PRI) student to site principal
- * Obtain committee members' signatures at conclusion of meetings
- * Place **Plan of Reading Improvement** form in student's permanent record
- * Administer with formal reading assessments

- * Maintain records of formal and informal assessments
- * Maintain records of instructional strategies used
- * Maintain records of allocated instructional time for students served