

Reading Sufficiency Act Plan

Eufaula Public Schools

NAME OF DISTRICT

McIntosh

COUNTY NAME

49/I001

COUNTY CODE/DISTRICT CODE

2008-2009

EUFAULA SCHOOLS (49/I001)
District Reading Plan
Reading Sufficiency Act (RSA) of 2005

- I. Identify a committee of school administrators, teachers, and parents and if possible, a reading specialist, who have input to the RSA plan. Please identify the members by name and title.**

Victor Salcedo, Principal
Redia Doyle, Counselor
Heather Combs, Counselor
Vicky Caldwell, Teacher
Jennifer Hayes, Teacher
Delicia White, Teacher
Arlinda Upton, Parent
Andrea Pippenger, Parent
Liz Bradley, Parent

II. Identify the district RSA baseline and RSA reading goals for 2005-2008.

<u>Eufaula Public Schools</u> NAME OF DISTRICT	<u>49/I001</u> COUNTY CODE/DISTRICT CODE
1. District Baseline for 2005	<u>82</u> % of third grade students scored satisfactory or above on the Criterion-Referenced Test of Reading.
2. District Goal for 2006	<u>85</u> % of third grade students will score satisfactory or above on the Criterion-Referenced Test of Reading.
3. Achieved Goal for 2006	<u>89</u> % of third grade students scored satisfactory or above on the Criterion-Referenced Test of Reading.
4. District Goal for 2007	<u>88</u> % of third grade students will score satisfactory or above on the Criterion-Referenced Test of Reading.
5. Achieved Goal for 2007	<u>93</u> % of third grade students scored satisfactory or above on the Criterion-Referenced Test of Reading.
6. District Goal for 2008	<u>100</u> % of third grade students will score satisfactory or above on the Criterion-Referenced Test and Oklahoma Modified Alternate Assessment Program of Reading.
7. Achieved Goal for 2008	<u>91</u> % of third grade students scored satisfactory or above on the Criterion-Referenced Test and Oklahoma Modified Alternate Assessment Program of Reading.

If you have more than one elementary site with Grade 3 in your district, complete the following page for each site.

III. Identify the site RSA baseline and RSA reading goals for 2005-2008.

SITE NAME	SITE CODE
1. Site Baseline for 2005	_____ % of third grade students scored satisfactory or above on the Criterion-Referenced Test of Reading.
2. Site Goal for 2006	_____ % of third grade students will score satisfactory or above on the Criterion-Referenced Test of Reading.
3. Achieved Site Goal for 2006	_____ % of third grade students scored satisfactory or above on the Criterion-Referenced Test of Reading.
4. Site Goal for 2007	_____ % of third grade students will score satisfactory or above on the Criterion-Referenced Test of Reading.
5. Achieved Site Goal for 2007	_____ % of third grade students scored satisfactory or above on the Criterion- Referenced Test and the Oklahoma Modified Alternate Assessment Program of Reading.
6. Site Goal for 2008	<u>100</u> % of third grade students will score satisfactory or above on the Criterion-Referenced Test and the Oklahoma Modified Alternate Assessment Program of Reading.
7. Achieved Site Goal for 2008	_____ % of third grade students scored satisfactory or above on the Criterion-Referenced Test and the Oklahoma Modified Alternate Assessment Program of Reading.

IV. Reading Assessments:

Screening Instrument <ul style="list-style-type: none"> • Basic Early Assessment of Reading (BEAR) • Dynamic Indicators of Early Literacy Skills (DIBELS) • Literacy First Battery of Assessments 	Progress Monitoring Instrument(s)	Diagnostic Instrument(s)	Outcome Instrument(s) <ul style="list-style-type: none"> • Third Grade Criterion-Referenced Test
Basic Early Assessment of Reading (BEAR)	<ol style="list-style-type: none"> 1. Computer Generated Assessments <ol style="list-style-type: none"> a. STAR Test b. Focus on Reading 2. Progress Reports 3. Report Cards 	Kaufman Test of Educational Achievement Second Edition	Oklahoma Core Curriculum Test Stanford Achievement Test
Dates of Administration	Frequency of Administration	Who will administer diagnostic assessments?	Date of Administration
<ol style="list-style-type: none"> 1. August (all students) 2. January (students on a Reading Sufficiency Plan) 3. May (students on a Reading Sufficiency Plan) 	<ol style="list-style-type: none"> 1. STAR: 2 times per year 2. Focus on Reading: Weekly 3. Progress Reports: Quarterly 4. Report Cards: Quarterly 	School Counselor Special Services Director	OCCT: April, 2008 Stanford Achievement Test: after completion of Summer Reading Academy

V. Describe how the district will provide sufficient additional in-school instructional time for the acquisition of phonological awareness, phonics, spelling, reading fluency, vocabulary and comprehension for students with a Program of Reading Instruction (PRI).

Individual reading plans will be written by the Site-Based Reading Assessment Committee. Sufficient additional in-school instructional time for the development of reading and comprehension skills of the student will include scheduled blocks of time for reading, use of the library media center, computer generated assessments (Accelerated Reader and Focus on Reading). In-school tutoring will be provided by certified teachers as well as teachers' aides. After school tutoring will be provided by certified teachers. Utilization of the five essential elements of reading instruction will include classroom instruction and tutoring in phoneme awareness, phonics, spelling, reading fluency, and comprehension. This program of instruction shall continue until the student is determined not to be in need of remediation in reading.

VI. Describe the tutorial instruction after regular school hours that will be provided to students in need of intervention.

Tutorial instruction on regular classroom material and reading enrichment material during and after regular school hours will be available for students in need of remediation. After school tutoring will be available to students on Reading Sufficiency Plans one hour per week by certified teachers. Also, a summer reading academy for third graders reading below grade level will also be available. This reading academy will consist of instruction in reading four hours per day for four consecutive weeks. A school bus will be provided for transportation to and from school during the summer for the Eufaula Elementary Summer Reading Academy.

VII. Provide an analysis and interpretation, noting strengths and weaknesses of the data provided by the Oklahoma School Testing Program (Criterion-Referenced Test and Oklahoma Modified Alternate Assessment Program) along with other reading assessments utilized by the district. This would include trend data from Criterion-Referenced Test and the Oklahoma Modified Alternate Assessment of reading, screening instruments and informal assessments.

According to data gathered from the SAT9, BEAR Screenings, OCCT's, OMAAP, and computer generated assessments, the Kindergarten students are strong in comprehension, but need work in language. First Grade students' strengths are word study skills, but are in slight need of improvement in word recognition and reading comprehension. Second Grade students are strong in word study skills and language, but need improvement in vocabulary and reading comprehension. Third Grade students' strengths include vocabulary, but they need improvement in literature and research information.

Emphasis will therefore be placed on: 1) Kindergarten to improve language; 2) First Grade to improve word reading and reading comprehension; 3) Second Grade to improve word study skills and language; and 4) Third Grade to improve vocabulary, comprehension, and critical literacy. Students needing remediation in these areas will be offered after school tutoring as well as access to tutors during the regular school day. Teachers will also place extra emphasis on these areas in regular classroom instruction to all students.

VIII. Provide a description of the Program of Reading Instruction committee's duties, responsibilities, and a timeline to develop the required Program of Reading Instruction for students in need of intervention and remediation.

Review previous year's Reading Sufficiency Act Plan	Friday, October 3, 2008
Complete Updated Version of the District's Reading Sufficiency Act Plan	Friday, November 7, 2008
Submit to State Department of Education (SDE) the number of identified students at risk for reading difficulties	Friday, October 3, 2008
Submit to SDE current annual goal status based on 2007 third grade Criterion-Referenced Test of Reading	Friday, October 3, 2008
Complete Reading Plans for identified students.	Friday, September 12, 2008
Submit an updated copy of the district's Reading Sufficiency Act Plan to the Standards and Curriculum Section of the SDE if the district has one or more sites which did not achieve their 2007 reading goal or have one or more sites in school improvement status.	Friday, November 21, 2008
Notification to parents of reading status, PRI and potential Summer Academy Reading Program (SARP).	By the end of the second quarter
Fiscal Year (FY) 2008 RSA Claims and FY 2007 claims due. (Project Code 367)	Thursday, January 29, 2009
Submit number of third grade students identified to participate in 2008 SARP	Friday, May 1, 2009
Submit the names of teachers who will teach the Third Grade Summer Academy Reading Program.	Friday, May 1, 2009
Submit Reading Sufficiency Act End of Year Student Count and Number of students who have completed a PRI and are reading on grade level (1-3).	Friday, May 29, 2009
Second semester FY 2008 RSA Claims and final FY 2007 claims due. (Project Code 367)	Thursday, June 4, 2009
Summer RSA Claims due (Project Code 367), Third Grade SARP Claims due (Project Code 366).	Friday, August 14, 2009

IX. Provide a copy of the Program of Reading Instruction form that will be used by the committee.

Copy attached.

X. Describe the Program of Reading Instruction and specialized tutoring developed for third grade students in need of intervention and remediation.

Individual reading plans will be written for all third grade students in need of intervention and remediation. Sufficient additional in-school instructional time for the development of reading and comprehension skills of the students will include scheduled blocks of time for reading, use of the library media center, and computer generated assessments (Accelerated Reader and Focus on Reading). Utilization of the five essential elements of reading instruction will include classroom instruction and tutoring in phoneme awareness, phonics, spelling, reading fluency, and comprehension. Tutorial instruction during and after regular school hours will be available for third grade students in need of remediation. Also, summer reading academies for third graders reading below grade level will also be available. This program of instruction shall continue until the student is determined not to be in need of remediation in reading.

XI. Provide information that describes the school's plan for continuing instruction for third grade students who are performing below grade level at the end of third grade.

Third grade students who are performing below grade level at the end of third grade will be required to attend a summer reading academy or other reading tutoring services. Students will be given the Stanford Achievement Test at the end of the summer reading academy to assess grade level performance. Students who are still reading below grade level after attending a summer reading academy will be considered for retention or referred to special services for identification of a learning disability. The parent or guardian of the student shall be included in the retention consideration.

XII. Describe how the school plans to expend Reading Sufficiency Act funds (Project Code 367) for students identified for services pursuant to the Reading Sufficiency Act of 2005.

Reading Sufficiency funds will be used for those children found to be in need of remediation. Additional educational materials to meet the area(s) of concern will be considered as an appropriate expenditure. A tutor will also be considered. The individual needs of each child will be the determining factor on expending funds. Professional development and training for reading improvement programs may be provided through Reading Sufficiency funds as well.

XIII. Third Grade Summer Academy Reading Program

<p>Projected date and time of operation of the Summer Academy Reading Program.</p>	<p>June 1, 2009 – June 19, 2009</p>
<p>Programs/Materials utilized for the program.</p>	<p>Voyager Reading Program</p>
<p>Projected teacher to student ratio.</p>	<p>5:1</p>
<p>How will projected Summer Academy Reading Program funds (Project Code 366) be utilized by the district.</p>	<p>Summer Academy Reading Program funds will be used to purchase curriculum and supplemental materials for the program. Also, Summer Academy Reading Program personnel costs will be paid for by these funds.</p>
<p>Optional programs for students who choose to opt out of the Summer Academy Reading Program.</p>	<p>Students who choose to opt out of the Summer Reading Academy Program may, at their expense, choose another reading tutoring program. These students will still be required to pass a district approved outcome test after completion of reading program.</p>
<p>If the district is choosing to offer another program for remediation, please indicate the programs utilized.</p>	<p>No other program will be offered by the district.</p>

