

Reading Success Plan

Licking R-VIII School District

A Reading success plan will be developed and implemented by school personnel for any student in kindergarten through fifth grade who exhibits a reading deficiency. The plan will provide for additional targeted reading instruction that occurs in addition to the core reading instruction provided to all students in the general education classroom. The district will continue to address reading deficiencies for students in sixth through twelfth grade who continue to exhibit reading deficiencies and the deficiency creates a barrier to the student's success in school.

The Licking School District will implement the following process for students in kindergarten through sixth grade to ensure reading success for all students.

1. Administer Screening Assessments: Screening tests serve as a starting point for a student's preparation for grade level reading instruction. The screening assessments will be required for all students kindergarten through sixth grade within the first 45 days of school.
2. Form Teacher-Led Small Groups Based on Screening: Staff will analyze screening data and form groups based on instructional needs.
3. Implement Whole Group Instruction: Instruction will include the critical components of reading, features of effective instruction, and evidence-based practices.
4. Implement Small-Group Differentiated Instruction: Staff will target critical components of reading using evidence-based practices and features of effective instruction.
5. Administer Progress Monitoring: Staff will monitor and analyze student progress. If mastery is achieved, staff will continue with the instructional plan. If mastery is not achieved, staff will modify instruction by providing more opportunities to practice with teacher scaffolding.

Teachers will follow the core reading curriculum to guide instruction in whole and small group settings. Small group instruction will be differentiated to reflect the instructional needs of the students. Individual needs will be determined by benchmark screening, progress monitoring assessments, classroom assessments, and teacher observations.

In addition, staff will implement features of effective instruction. Staff will follow the reading scope and sequence outlined in the curriculum. The scope and sequence will build on prior learning, and will move from simple to complex. Curriculum will be presented systematically and explicitly. Teachers will provide precise instruction using clear, direct language using routines that gradually release responsibility from the teacher to the student.

RTI

RTI is part of the Multiple System of Support (MTSS) framework. This model allows teachers to provide interventions to struggling students with varying levels of intensity. Student progress is closely monitored at each level. Student progress monitoring results are used to make decisions about further evidence-based interventions.

Tier 1

Tier 1 Instruction is provided to all students in the class and includes all reading components.

- Oral Language
- Phonological awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Writing

Instruction is usually provided to the whole group as well as in the differentiated small group time. Progress monitoring will be administered to students in Tier 1 once a month.

Tier 2

Tier 2 instruction is specialized instruction provided to students not making adequate progress in Tier 1 instruction. Tier 2 instruction is focused on specific reading components based on progress monitoring data. It is provided in small groups and in addition to Tier 1 instruction. Instruction is increasingly intensive and matched to instructional needs. Instructional services will vary on frequency, intensity, and duration depending on the level of training of the professionals providing the intervention. Students who continue to show too little progress at this level of intervention are then considered for intensive interventions as part of Tier 3. Progress monitoring will be administered to Tier 2 students every 2 weeks.

Tier 3

Tier 3 is intensive instruction provided only to students who are significantly below grade level in the development of critical reading skills. Instruction will be guided by a specific reading program different from what is used in Tier 1 and 2. The program will focus on one or more of the key components of reading development. Progress monitoring will be administered weekly or every other week.