






Elementary Reading Placement Pathway

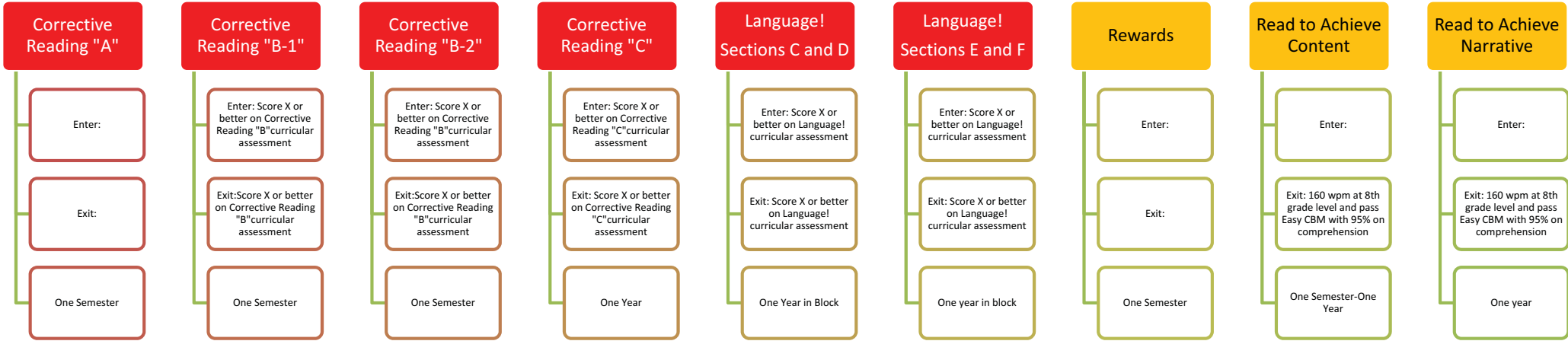
Screening	AIMSweb Composite Score					
	INTENSIVE	STRATEGIC (between 21st and 39th percentile)			BENCHMARK	ADVANCED
Diagnosis: Criteria	Intensive on AIMSweb/at or below the 20th percentile	Did not pass all portions of CORE Consortium on Reading Excellence Phonics Screener (fast/slow, but wrong)	Passed CORE Phonics Screener, not at benchmark on ORF (accurate, but slow)	Passed CORE Phonics Screener and at benchmark on ORF, below 39th percentile on Comprehension (accurate and fluent, but poor comprehension)	40th -75th percentile on AIMSweb Composite	76th percentile and higher on AIMSweb
	↓	↓	↓	↓	↓	↓
Focus	COMPREHENSIVE	PHONICS	FLUENCY	COMPREHENSION	CORE CONTENT	ENRICHMENTS
Focus Skills	<u>Basic reading skills:</u> Letter/sound correspondence, decoding, fluency, vocabulary, comprehension	Target decoding skills identified on CORE Phonics Screener	Automatically decoding words, reading high frequency, and phrasing sentences.	Below 20th percentile on Vocabulary Assessment = Focus on Language and Reasoning; Above 20th percentile on Vocab. = Focus on Comprehension Strategies	Wonders and Wonder Works	Wonders and Enrichment
Intervention	Reading Mastery Reading and Language	Phonics for Reading	Read Naturally	Language focus = Language for Learning/Thinking; Comprehension focus = Achieve 3000	Small group-Levelled Readers, Consider "Templates" phonics instruction	Advanced vocabulary, comprehension and writing
		Core Reading: Wonders, Wonder Works & Achieve 3000				
Length of Time	90 minutes daily (core replacement)	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Verify Progress	Reading Mastery In-program assessments and AIMSweb (once monthly)	Phonics for Reading Assessments; AIMSweb Progress Monitoring (once monthly)	Read Naturally and AIMSweb Progress Monitoring (once monthly)	Program Assessments; AIMSweb Vocabulary or Comprehension	In-Program Assessment	In-Program Assessments
Identify Method to Verify Effectiveness	Adequate progress on AIMSweb (Summary of Impact Report)					

Middle School Reading Placement Pathway (Grades 6-8)

Screening	MAP and EasyCBM				
	INTENSIVE	STRATEGIC		BENCHMARK	ABOVE Benchmark
Diagnosis: Criteria	At or Below 20th %ile	21st to 39th Percentile	21st to 39th Percentile	40th Percentile to 74th Percentile	75th Percentil and Above
					
Focus	COMPREHENSIVE	PHONICS	COMPREHENSION	CORE CONTENT	CORE CONTENT PLUS
Focus Skills	<u>Basic reading skills:</u> <u>Letter/sound</u> <u>correspondence, decoding,</u> <u>fluency, vocabulary,</u> <u>comprehension</u>	Advanced Phonics	Language/Vocabulary and Comprehension	Core Content Aligned to Standards/Curriculum Maps	Core Content Aligned to Standards/Curriculum Maps and Advanced Classes/Acceleration
Intervention	Corrective Reading Decoding and Comprehension	Rewards and Rewards Plus	Comprehension = Achieve 3000 Language = Flex Reading & Achieve 3000	Core Content Aligned to Standards/Curriculum Maps	Core Content Aligned to Standards/Curriculum Maps and Advanced Classes/Acceleration
Length of Time	90 Minutes Daily (two class periods) as replacement to Language Arts Class	45 Minutes in addition to Core Language Arts Class (one class period), Five Days per Week	45 Minutes (one class period) in addition to Core Language Arts Class, Five Days per Week	One Class Period	One Class Period
Verify Progress	In-program assessments and EasyCBM	In-program assessments and EasyCBM	In-program assessments and EasyCBM	Interim Assessments	Interim Assessments
Identify Method to Verify Effectiveness	Benchmark Testing (percentage of students making adequate progress in each category)				

Score 0-8 on EASY CBM or/and LVL 1 or 2 on HSPE

Score a 9- 12 on EASY CBM and/or LVL 2 or 3 on HSPE



Corrective Reading will be called **Reading**

Language! will be called **Language 1 and Language 2**

Rewards, Read to Achieve Content, and Read to Achieve Narrative will be called **Literacy 1-5**

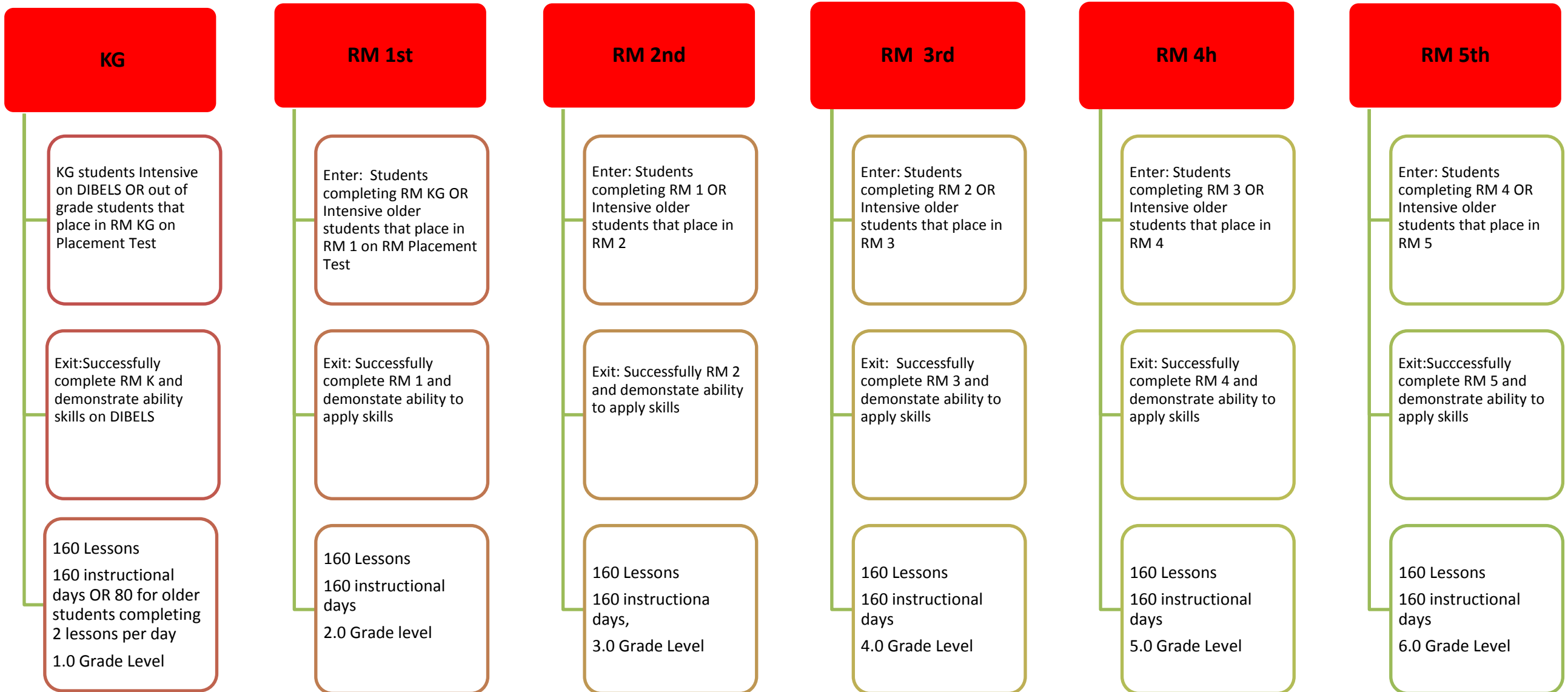
Level	Support Services Code	Gen Ed Code
A	SUP041	ENG041
B1	SUP042	ENG042
B2	SUP043	ENG043
C 1st sem.	SUP044	ENG044
C 2nd sem.	SUP045	ENG045

Level	Support Code	Gen Ed Code
C-D	SUP051	ENG051
E-F	SUP052	ENG052

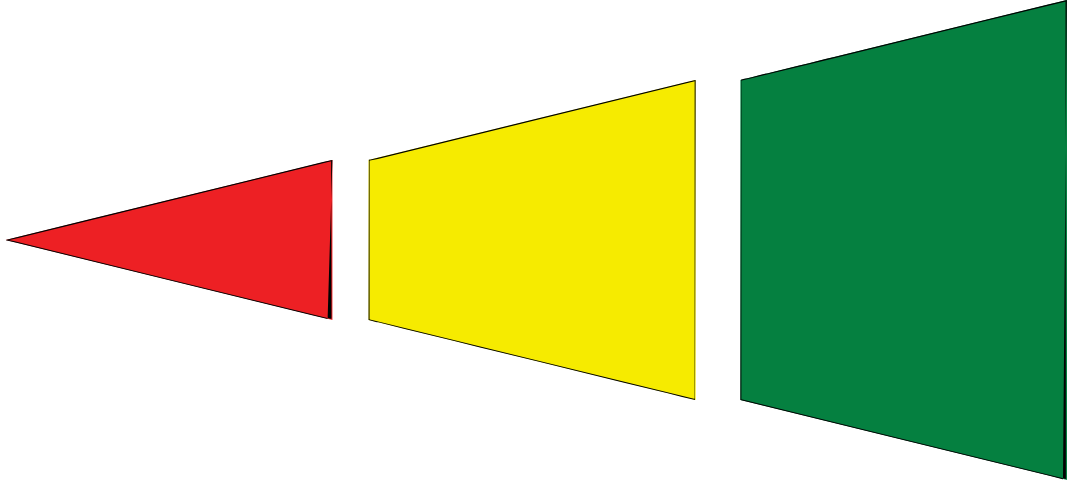
Level	Support Services Code	GenEd
Literacy 1 (rewards)	SUP061	ENG061
Literacy 2 (RTA Content 1 sem.)	SUP062	ENG062
Literacy 3 (RTA Content 2 sem.)	SUP063	ENG063
Literacy 4 (RTA Narrative 1 sem.)	SUP064	ENG064
Literacy 5 (RTA Narrative 2 sem.)	SUP065	ENG065

Elementary Reading Intervention Sequence Chart - Example

*Alternate Core Reading Sequence – Reading Mastery
K-5*



THREE-TIER ATTENDANCE MODEL



Intensive Intervention

- Below 85% attendance pattern at any time
- Second phone call or attendance letter to family
- Mandatory family attendance meeting and assign mentor
- Home Visit/Pick-up Plan
- Monitor attendance daily
- Individual Attendance Plan
- Notify Truant officer

Strategic Intervention

- 85%-95% attendance pattern at any time
- Family Contact from teacher
- HUGS Program
- Breakfast club
- Student Support Team
- Letter from Administrator
- Home Visit/Student Pick Up

Benchmark

- 95% or above attendance pattern
- Positive Reinforcement for great attendance (T-Shirt, Certificate, phone call home)

Procedure

- Teachers call the family of any student who has an unexcused late or absent 3 days in three weeks.
- Teachers notify the family and attendance team of any child with a particular pattern of absences or tardies (Monday/Friday, every Tuesday)
- Attendance team
 - reviews attendance problem list weekly
 - sends letter
 - calls family
 - does a home visit
 - facilitates a Student Support Team Meeting
 - develops an attendance plan with student and family
 - creates a red flag list for attendance secretary who notifies administrator immediately if a student is absent
- monitors intensive students daily
- fax papers to Truant officer when plan fails
- Assigns the student a mentor for weekly check-ins with student/family