

MEMORANDUM

To: School Superintendents and Principals

From: Amy Heath, Literacy and Elementary ELA Specialist
Office of School Improvement

Date: May 23, 2018

Re: Reading Plan Guidance

Background:

SEA217 (2018) requires LEA's to report annually to the department of education regarding the number of students who were: (1) administered an initial dyslexia screening during the school year; and (2) determined to be at risk, or at some risk, for dyslexia by 2019. The Elementary Reading Plan has been updated to reflect this data collection. If students were screened for dyslexia in 2017-2018, complete the sections in the reading plan. If students were not screened for dyslexia, use the reading plan as a guide to meet the legislative guidelines for spring of 2019.

Guidance:

The submission of a reading plan is required by 511 IAC 6.2-3.1-3(10).

All elementary schools, public, charter, and accredited non-public schools, are required to submit a reading plan. An elementary school under this rule is defined as any school with students in kindergarten, first, second, or third Grade.

Core Reading Program

A core reading program, the 90 minute reading block, is required by 511 IAC 6.2-3.1-3(10) unless achievement is above 90% on the reading portion of ISTEP during the school year immediately preceding the submission of the plan.

Use of an approved scientifically-based core reading program with a scaffolding scope and sequence must be utilized to guide reading instruction. Instructional content is based on the five components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension.

Elementary schools must offer daily scientifically-based reading instruction within a dedicated 90-minute block of time. A reading experience is interactive, and teachers are encouraged to be creative. The intent of this rule is not for a student to sit for 90 minutes. Reading instruction includes reading, writing, speaking, listening, and viewing. Reading curriculum from social media sites such as Pinterest and Teachers Pay Teachers likely will not meet the scientifically-

based reading requirement. The reading block should include a variety of engaging literacy reading opportunities that teachers should reference to create interactive reading experiences.

Interventions

Interventions are required by Section 511 IAC 6.2-3.2-1-11, 13D and 511 IAC 6.2-3.1-3-4 A (i-v) and B and 511 IAC 6.2-3.1-4-a 1 (A-E), and 2.

Additional instruction should be provided to students outside of Tier 1 instruction as determined by assessment data. The plan should detail the applicable grade and tier levels, as well as the frequency and the duration of the student-level intervention. This requirement means that interventions do not happen during the 90 minute reading block.

The number of students remediated must be reported in the reading plan. This means that the LEA implemented a successful evaluation of a data cycle with strategic interventions that met students' needs.

Intentional progress monitoring plan is required by 511 IAC 6.2-3.1-3(10).

Progress monitoring is in addition to beginning of the year, middle of the year, and end of the year assessments. Progress monitoring may occur bi-weekly for targeted students. If an intervention is successful, the intervention should continue. If it is not successful, the intervention should change. Regulations require that an intervention exit process is in place.