

Ponca City Public Schools
Academic Progress Plan for 2015-2016 (K – 4th Grade)
Reading Sufficiency Act

District:

Site:

Student:

Grade:

Principal:

Teacher:

Parent/Guardian:

State-approved Assessment:

A reading deficiency has been identified based on the **attached** results from the following:

Literacy First Battery of Screening Instruments

This student is being placed on the RSA program of reading instruction with the goal of improving his/her reading skills in the area(s) of:

Comprehension
 Phonemic Awareness

Phonics
 Reading Fluency
 Vocabulary

A DESCRIPTION OF THE SUPPLEMENTAL/REMEDIAL READING SERVICES AND SUPPORTS

The program of reading instruction shall align with the *Oklahoma Academic Standards* and may include:
 During regular school hours:

Daily reading block 90-150 minutes
 State-approved scientifically based researched reading curriculum
 Supplemental reading program
 Computer reading program
 Reading enhancements
 Proposed intensive reading services
 Reduced teacher-student ratio
 90 minutes uninterrupted reading instruction each day
 Intensive language and vocabulary instruction using scientific research-based program including the use of a speech language therapist.
 Weekly or Bi-Weekly/on-going progress monitoring
 Additional in-school instructional time

Additional tutorial instruction outside regular school hours:

After school
 Before school
 Saturday
 Summer school

Additional supplemental instructional services and supports:

Assessments identified for diagnostic purposes and periodic monitoring:

- Diagnostic Assessment of Reading (DAR)
- NWEA MAP
- IOWA Reading Assessment
- Developmental Reading Assessment 2 (DRA 2)
- Group Reading Assessment and Diagnostic Evaluation (GRADE)
- Gray Oral Reading Test (GORT 4)
- Kaufman Test of Educational Achievement Second Edition
- Peabody Picture Vocabulary Test 4 (PPVT 4)
- Texas Primary Reading Inventory (TPRI)
- Woodcock-Johnson III Diagnostic Reading Battery (WJ-III)
- Other (Please Specify) _____

In addition to the RSA Program of Reading Instruction, this child will receive collaborative services through:

- Title I
- Tier I Interventions
- Title VII

- IDEA
- Tier II Interventions
- One-to-One Mentoring

- English Language Learner/Title III
- Tier III Interventions
- Extended Learning Opportunities Before, During or After School

Parental involvement strategies:

Plan for early identification, progress monitoring, and parental involvement:

Written notice is to be provided to the parent/guardian by one of the options below within 30 days of a child being identified as having reading deficiency. A copy of this notice is to be placed in the reading portfolio.

Within 30 days of a child being identified as having a reading deficiency as determined by an approved assessment, the parent/guardian must be notified in writing. This notice can be mailed via certified mail, signed during a parent/teacher conference, or emailed. The parent/teacher private conference may be scheduled in writing, email, or by phone.

If written notice is sent by certified mail, document the date written notice sent, certified letter receipt numbers, and name of person mailing the document.

If notice is sent by email, a read receipt must be requested and printed when received.

An administrator or designee, teacher, and parent/guardian should attend the private conference. An Academic Progress Plan is to be designed during the conference.

A private conference is being held on _____ . Those attending are:
(Date)
_____, _____, and _____
(Administrator/Designee) (Teacher)

(Parent/Guardian)

During the private conference, the reading assessment(s) and progress monitoring(s) were fully explained to me/us by _____ .
(Teacher)

Parent/Guardian Signature Date (*first P/T Conference Date*)

An Academic Progress Plan is to be developed with an administrator, teacher, and parent/guardian. A copy of the Academic Progress Plan is to be provided the parent/guardian, and a copy shall be retained in the student's reading portfolio.

A review of the Academic Progress Plan was held on _____ , 20 ____ , and we are all in agreement as to the provisions of that plan.

Administrator/Designee Signature Date(*first P/T Conference Date*)

Teacher Signature Date (*first P/T Conference Date*)

Parent/Guardian Signature Date (*first P/T Conference Date*)

During every regularly scheduled parent/teacher conference, a written update on all students' reading progress will be included. If the parent/guardian is unable to attend, then that written update will be mailed certified to the parent/guardian requesting signature and return of the form within 14 days. Two forms need to be made when mailing, so the parent can return one and retain one. A pre-addressed, stamped envelope should be included in the mailing. A copy of each update must be retained in the student's reading portfolio.

An update on reading progress was given on _____ , 20 ____ , during parent-teacher conference.
(Date)

Teacher Signature Date (*2nd P/T Conference Date*)

Parent/Guardian Signature Date (*2nd P/T Conference Date*)

A parent/guardian was unable to attend parent/teacher conference. A written reading progress update was mailed certified mail to the parent/guardian and copy of the form was returned to the school within 14 days.

Teacher Signature Date

Parent/Guardian Signature Date

Promotion to the next grade level:

Written notification must be mailed to the parent/guardian of each student who will not be promoted unless reading deficiency is remediated by end of the third grade unless the student is exempt for good cause. See good-cause exemptions. The results of the Oklahoma Core Curriculum Test (OCCT) are the initial determinant of promotion to the fourth grade; however, they are not the sole determiner of promotion. Portfolio reviews and assessments are available. Please refer to the school district for midyear promotion specific criteria and policies. A copy of this correspondence is to be placed in the student's reading portfolio and permanent academic record.

According HB 2625 for the 2013-14 and 2014-15 school years, third-grade students subject to the requirements of the RSA may qualify for a "probationary promotion" to the fourth grade by a Student Reading Proficiency Team if the team agrees unanimously. Students who receive a "probationary promotion" will be monitored by the SRPT and will be provided services through APP until they demonstrate grade level proficiency. These guidelines also apply to all 3rd grade students promoted based on a score of Limited Knowledge on the 3rd grade OCCT reading assessment.

The parent/guardian has been notified in writing by certified mail that or in person that:

_____ (Student's Name)

will not be promoted to the fourth grade if the reading deficiency is not remediated by the end of the third grade unless the student is exempt for good cause.

Date mailed: _____ Certified Mail Receipt Numbers: _____

Person Mailing: _____

(Please Print)

Signatures: *(completed and signed at face to face meeting after the district receives scores from the SDE)*

I agree to support and implement this reading program.

_____	_____	_____	_____
Principal	Date	Teacher	Date
_____	_____	_____	_____
Reading Specialist (If available)	Date	Other	Date
_____	_____		
Parent/Guardian	Date		

Spring OCCT Reading Results: Year_____ Grade: 3rd 4th 5th Score: A P LK U

Good Cause Exemption 3rd Grade: Year_____ 1 2 3 4 5 6 40th%tile