



# Reading **Instruction and Intervention** Plan

(Conceptual framework for suggested revisions)



## Purpose for suggested revisions:

- Students should demonstrate reading progress at each grade and be proficient by grade 3
- Accountability for reading instruction should be at every elementary grade level
- IDOE needs to collect reading data that shows reading growth within a school year to provide supports and inform School Improvement
- Growth data helps drive instruction for reading improvement
- Collecting state reading data allows for data to “follow the child”



	Current	Recommended Changes
Rule 3.1	Reading Plan	Reading <a href="#">Instruction and Intervention</a> Plan  The title should reflect the purpose of the reading plan.



# Indiana Department of Education

	Current	Further Enhancements
<b>Section 1</b>	<b>Definitions</b> <ul style="list-style-type: none"> <li>▪ Definition of IREAD-3</li> <li>▪ <i>Proposed language approved by the Board to add definition of "retention"</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider reframing IREAD proficiency assessment to be a <u>growth model test</u> given K-5 at the beginning and end of a school year (with option to assess students below grade level proficiency mid-year). Students "in need" would receive strategic intervention immediately in order to assist their growth.</li> <li>▪ Reconsider the need to define retention or redefine it to reflect local decision and not a requirement – accountability will be through instruction, intervention, and School Improvement</li> </ul> <p>* No enhancements suggested for other definitions</p>



	Current	Further Enhancements
Section 2	<b>Applicability</b> <ul style="list-style-type: none"><li>Reading Plan requirements are applicable to elementary schools (traditional public, charter, and accredited nonpublic schools)</li></ul>	<ul style="list-style-type: none"><li>No enhancements suggested</li></ul>



	Current	Further Enhancements
<b>Section 3</b>	<b>Reading Plan: Components</b> <ul style="list-style-type: none"><li>▪ Reading leadership team</li><li>▪ Measurable achievement goals for each grade level</li><li>▪ Reading instruction per section 4</li></ul>	<ul style="list-style-type: none"><li>▪ No enhancements suggested</li><li>▪ No enhancements suggested</li><li>▪ No enhancements suggested</li></ul>

	Current	Further Enhancements
Section 3	<p><b>Reading Plan: Components</b></p> <ul style="list-style-type: none"> <li>▪ Details of how school will use formative and summative assessments <b>for students*</b> to measure phonemic awareness, phonics, fluency, vocabulary, and comprehension</li> <li>▪ Intervention per section 5</li> <li>▪ All ISTEP and IMAST students take IREAD-3</li> </ul> <p><i>*proposed language – current language limits to K-2 students</i></p>	<ul style="list-style-type: none"> <li>▪ Consider <u>flexibility</u> of how the school will measure...(measurements of progress can take place in many forms during instruction, not necessarily through tests --- teaching and learning time is valuable – more tests do not ensure improved reading)</li> <li>▪ No enhancements suggested</li> <li>▪ No enhancements suggested: ISTEP and IMAST students should take the state reading growth assessment</li> </ul>

	Current	Further Enhancements
<p><b>Section 3</b></p>	<p><b>Reading Plan: Components</b></p> <ul style="list-style-type: none"> <li>▪ Retention if not passing IREAD-3 score during previous school year or subsequent assessment unless exempted</li> <li>▪ Promotion only when proficient by passing IREAD-3</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reconsider required retention..."Retention should be a last resort at the discretion of the school in consultation with the parent". Accountability should be with instruction and intervention for individual student growth and reports should be given to parents throughout the year regarding progress.</li> <li>▪ Reconsider promotion based upon individual student growth and local decision</li> </ul>





# Indiana Department of Education

	Current	Further Enhancements
Section 3	<p><b>Reading Plan: Components</b></p> <ul style="list-style-type: none"> <li>Professional Development for teachers</li> <li>Monitoring plan to evaluate implementation of reading plan</li> </ul>	<ul style="list-style-type: none"> <li>No enhancements suggested</li> <li>No enhancements suggested</li> </ul> <p>* Consider <u>adding</u> a component in the plan to implement programs to promote “family” involvement with a child’s reading – Research shows that reading outside of the instructional day accelerates the level of reading improvement.</p>



	Current	Further Enhancements
Section 4	<p><b>Reading Plan: Instruction</b> Instruction for all students in the school* must include</p> <ul style="list-style-type: none"><li>▪ Research-based core reading program</li><li>▪ Dedicated uninterrupted minimum 90-minute block of time daily to all students, including whole group core reading program instruction and small group differentiated instruction</li></ul> <p><i>* proposed language eliminates limiting the instruction requirements to students in K-3.</i></p>	<ul style="list-style-type: none"><li>▪ No enhancement suggested</li><li>▪ Consider deletion of the words “uninterrupted” and “block”... 90 minutes of reading instruction would continue to be protected (uninterrupted blocks of time forces elementary classrooms to function like secondary schools with course periods of time and does not allow for the appropriate integration of reading/writing. Clarification is needed that intervention programs must be in addition to the 90 minutes of reading instruction.</li></ul>



	Current	Further Enhancements
<b>Section 4</b>	<b>Reading Plan: Instruction</b> <ul style="list-style-type: none"><li>▪ Exemption from 90-minute uninterrupted block if 90% of students pass IREAD-3</li><li>▪ Exemption from research-based core reading program AND 90 minute uninterrupted block if school is an "A" or "B" school and 90% of students pass IREAD-3</li></ul>	<ul style="list-style-type: none"><li>▪ Consider removing exemptions (Schools can achieve higher accountability through the School Improvement process, the protected 90 minutes of instruction, and through the DOE recommendations on the use of research-based core reading programs that all schools should use)</li></ul>



# Indiana Department of Education

	Current	Further Enhancements
Section 5	<p><b>Reading Plan: Intervention</b></p> <ul style="list-style-type: none"> <li>Must intervene with all students - determined by assessment results</li> <li>Post IREAD-3 intervention is required for all students before retention decision and must include research-based materials to address deficiencies and principles of response to instruction</li> </ul>	<ul style="list-style-type: none"> <li>No enhancements suggested...With state growth test results, there will be <u>ongoing intervention</u> that should be aligned with Response to Instruction (RTI) student plans for students in need. When previously provided instruction has not resulted in the expected proficiency, we need to ensure that intervention efforts do not repeat previously unsuccessful instructional methods. Primary focus should be on scientifically-based quality instruction, including differentiated instruction, with interventions for non-proficient students.</li> <li>No enhancements suggested</li> </ul>



# Indiana Department of Education

	Current	Further Enhancements
<b>Section 5</b>	<b>Reading Plan: Intervention</b> <ul style="list-style-type: none"><li>▪ School must notify parents of post-IREAD-3 intervention – notice must describe/explain deficiency, the proposed supplemental instruction services, strategies for parents to use, and statement that student will be retained if s/he doesn't pass IREAD-3</li></ul>	<ul style="list-style-type: none"><li>▪ Consider aligning language to include Response to Instruction (RTI) strategies and parent notification. Consider that there be a notice to parents that the student “may” be retained (decision rests with the school) – Use the “retention” language in the Indiana Code</li></ul>



	Current	Further Enhancements
Section 5	<p><b>Reading Plan: Intervention</b></p> <ul style="list-style-type: none"><li>Intervention for students who are retained must include scientifically-based reading program, instruction by an effective teacher, at least 90 minutes of reading instruction each school day, and at least one of the following instructional options:</li></ul>	<ul style="list-style-type: none"><li>No enhancements suggested</li></ul>



	Current	Further Enhancements
Section 5	<b>Reading Plan: Intervention</b> <ul style="list-style-type: none"><li>▪ Before/after school tutoring</li><li>▪ Parent workshop or guided home reading program</li><li>▪ Mentor/tutor with specialized reading training</li><li>▪ Extended day program</li><li>▪ Supplemental instructional services</li></ul>	<ul style="list-style-type: none"><li>▪ No enhancements suggested</li></ul>



	Current	Further Enhancements
Section 6	<p><b>Reading Plan: Implementation</b></p> <ul style="list-style-type: none"><li>Requires a school to implement its reading plan. If it doesn't, the school is not eligible for exemption from the 90 minute uninterrupted block or core reading plan requirements.</li></ul>	<ul style="list-style-type: none"><li>Consider putting accountability for implementation within The School Improvement process.</li></ul>





Students should demonstrate  
reading proficiency by grade 3

Learn to read...Read to learn

A reader is not a person who can read, it is a person who does read.