

Ada City Schools

Reading Sufficiency Act – Academic Progress Plan



This student is placed under:

Tier I

Tier II

Tier III

Based on:

Chart 1 ALL K-3 Students

Chart 2 Retained in 3rd Grade

Chart 3 Promoted with Good-Cause or Probationary Promotion

Previous Retention(s):

PreK

K

First

Second

Third

School Year:	
Student:	
Principal:	
Parent/Guardian:	

Site:	
Grade:	
Teacher:	
Date:	

State-approved Assessments:

A copy of all assessment results shall be made a part of the student's permanent academic record. Another copy should be placed in the student's reading portfolio.

A reading deficiency has been identified based on the **attached** results from STAR EARLY LEARNING ENTERPRISE.

Note: Star Early Literacy does not report GE or Lexile Levels.

Percentile: _____ Scaled Score: _____ GE _____ Lexile Level (Conjoint Measurement Model) _____

Urgent Intervention Intervention On Watch

This student is being placed on the **Academic Progress Plan** with the goal of improving his/her reading skills in the area(s) of:

<input type="checkbox"/>	Phonemic Awareness	<input type="checkbox"/>	Vocabulary
<input type="checkbox"/>	Phonics	<input type="checkbox"/>	Comprehension
<input type="checkbox"/>	Reading Fluency	<input type="checkbox"/>	

The Reading services and supports provided to this student include:

The Academic Progress Plan shall align with the Oklahoma Academic Standards and may include:

X	Daily reading block
X	Additional in-school instructional time (Tier II and III)
	After school (circle the days) M T W TH F
	Before school (circle the days) M T W TH F
X	State-approved scientifically based researched reading curriculum SCOTT FORESMAN – Reading Street
X	Summer School (<i>Serves as notice:</i> If your child does not progress to reading at grade level a potential need to attend Summer Reading Academy exists.)
X	Intervention program: <input type="checkbox"/> Voyager <input type="checkbox"/> Saxon Phonics <input type="checkbox"/> Other _____
	Reduced teacher-student ratio
	Intensive language and vocabulary instruction using scientific research-based program including the use of a speech language therapist
X	Ongoing progress monitoring

Minutes	<u>90</u>
Minutes	<u>30-60</u>
Minutes	_____
Minutes	_____

Ada City Schools

Reading Sufficiency Act – Academic Progress Plan



Assessment identified for diagnostic purposes: Diagnostic Assessment of Reading (DAR)

Date of Assessment: _____ Results are kept in the student's permanent record.

This child will receive collaborative services through:

Title I

IDEA

English Language Learner / Title III

Parent Involvement activities are provided based on the **attached** results from STAR EARLY LEARNING ENTERPRISE.

PARENT NOTIFICATION: *This Academic Progress Plan was provided to the parent/guardian within 30 days of the child being identified as having a reading deficiency and serves as a written notice of the student's current levels of reading achievement and potential need to attend Summer Reading Academy. A copy of this notice will be kept in the student's permanent record.*

Written Notice was provided through:

parent-teacher conference

mailed

email (a read receipt must be requested and printed when received)

PROMOTION TO THE NEXT GRADE LEVEL: *As indicated by my signature below, I understand that my child will not be promoted to the fourth grade if he/she scores unsatisfactorily on the reading portion of the 3rd grade CRT, and does not meet the minimum proficiency level on formative/screener assessment(s), qualify for a good-cause exemption, or qualify for probationary promotion as outlined in Oklahoma State Bill 346. I also agree to support and implement the program of reading instruction.*

Mid-Year Promotion: All Promotion decisions are made prior to the first day of class. Ada Schools does not provide for mid-year promotions.

INITIAL MEETING (first conference):

An APP conference was held on _____. During the APP conference, my child's reading assessment(s), progress monitoring(s), and Academic Progress Plan were fully explained by _____.

Parent/Guardian Signature

Teacher Signature

Administrator/Designee

Date

Parent did not attend the Initial Meeting. I hereby certify that on this _____ day of _____, 20____, a true and correct copy of this Academic Progress Plan, including assessment results and parent involvement activities, was mailed to the parent/guardian.

Printed Name

Signature

REVIEW OF THE APP PLAN (second conference):

A review of the Academic Progress Plan and an update on reading progress were provided on _____.

Parent/Guardian Signature

Teacher Signature

Administrator/Designee

Date

Parent did not attend the Review of the APP Plan. I hereby certify that on this _____ day of _____, 20____, a true and correct copy of this Academic Progress Plan, including assessment results and parent involvement activities, was mailed to the parent/guardian.

Printed Name

Signature

Ada City Schools

Reading Sufficiency Act – Academic Progress Plan



As the Parent/Guardian, I have been notified of the following:

	1. The student has been identified as having a substantial deficiency in reading
	2. A description of the current services that are provided to the student pursuant to a conjoint measurement model (lexile level) such that a reader and a text are placed on the same scale
	3. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency
	4. That the student 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 automatically promoted or is exempt for good cause
	5. Strategies for parents to use in helping their child succeed in reading proficiency
	6. The grade-level performance scores of the student
	7. The results of the third grade statewide criterion-referenced tests are the initial determinant, they are not the sole determiner of promotion and portfolio reviews and assessments are available
	8. Midyear promotion district policy

Parent/ Guardian Name

Parent/Guardian Signature

Date

Any first-grade, second-grade or third-grade student who demonstrates proficiency in reading at the third-grade level through a screening instrument which meets the acquisition of reading skills, including but not limited to phonemic awareness, phonics, reading fluency, vocabulary and comprehension (70 O.S. § 1210.508C.B.1) shall not be subject to the retention guidelines found in this section. Upon demonstrating proficiency through a screening instrument, the district shall provide notification to the student’s parent(s) and/or guardian(s) that the student has satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention (70 O.S. § 1210.508C.H.1).

Check if student has met proficiency in reading and is not subject to retention.

Identify date student met proficiency in reading and is not subject to retention.

Name of screening instrument.
Star Reading

End of Year Recommendation for RSA Placement:

Reading on Grade Level
 Reading Below Grade Level
 Continue Services with Reading Specialist
 EOY: Percentile: _____ Scaled Score: _____
 Urgent Intervention
 Intervention
 On Watch
 Benchmark



STUDENT READING PROFICIENCY TEAM MEETING

First and Second Grade Form

Student Name:	Date:
School District: ADA SCHOOLS	Site: HAYES GRADE CENTER
Student's Grade level:	

First and Second Grade Student Reading Proficiency Team Meeting

The purpose of the Student Reading Proficiency Team meeting is to develop an individualized remediation plan in reading. The plan will continue until the student is determined by the results of a screening instrument to be reading on third grade level. 70 O.S. § 1210.508D.2

Student Proficiency Team Member Role	Student Proficiency Team Member Name:
Parent/Legal Guardian: The parent and/or legal guardian) of the student.	Typed or printed name of Parent/Legal Guardian:
The teacher assigned to the student who had responsibility for reading instruction in that academic year.	Typed or printed name of teacher assigned to the student who had responsibility for reading instruction in that academic year:
A teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student.	Typed or printed name of teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student:
A certified reading specialist, if one is available	Typed or Printed Name of Reading Specialist, if one is available:

A program of reading instruction for student shall be developed by a Student Reading Proficiency Team and shall include individualized remediation. The program of reading instruction shall continue until the student is determined by the results of approved reading assessments to be reading on grade level.

Attach the student's current Academic Progress Plan for the individualized remediation plan.