

Intervention Plan

1. Provide the district's general strategy for increasing reading proficiency for the next school year.

Mountain View Elementary has implemented a three-tier intervention model in reading. All K-5 student participate daily in Walk to Read, where they receive reading instruction directed at their instructional level. We have increased our reading block to 90 minutes a day in kindergarten, 115 minutes in first grade and to 120 minutes in grades two through five.

We offer Success Maker reading, an adaptive on line reading program, to all first through fifth grade students as an after school safe haven program, four nights a week. Our media center support independent reading of all our K-5 students through leading coordination efforts with our AR program.

2. Address the student to teacher ratio.

As of 10.27.15, we have 250 students in our kindergarten through third grade classrooms. With 16 classroom teachers, we have a student to teacher ratio of 15.62 to 1. An additional third grade teacher was added to the third grade for the 2015-2016 school year, creating a low student to teacher ratio of 13.25 to 1 at the third grade level.

3. Explain the use of certified tutors and the use of instructional facilitators in K-3.

Certified tutors help to provide Tier 2 and Tier 3 small group reading interventions for elementary students. Tier 2 tutors provide an additional 30 minutes of small group instruction each day to identified strategic students in reading. My Sidewalks, the program intervention for our core reading program Reading Street, is utilized. Identified Tier 3 students, receive 120 minutes of daily instruction in our core replacement program, Reading Mastery.

District instructional facilitators meet twice a month with grade level teams to facilitate academic and behavioral data meetings. Individual and group student data is analyzed and utilized to make program intervention decisions in reading. Data utilized includes school wide screening information in reading gathered F, W and S on all students with DIBELS Next and MAP. Student results on program assessments, both weekly and unit, are reviewed. Progress data is monitored every two weeks on all students receiving either a Tier 2 and Tier 3 intervention. In addition, district instructional facilitators meets monthly with Tier 3 reading teachers to monitor lesson progress, improve teaching and learning, acquire program materials and to plan future staff development supports.

An out of district, Direct Instruction instructional facilitator, is utilized eight times a year to work with our Tier 2 and Tier 3 reading intervention teachers. She provides program specific staff development as well as teacher observation and one-on-one coaching throughout the school year.