

Academic Progress Plan (APP) for K-3 Readers

This document is to provide technical assistance regarding students experiencing reading difficulties. The state has created a three-stage academic support plan for kindergarten through third-grade students.

STAGE I	STAGE II	STAGE III
Any K-3 student with an identified reading deficiency	Any K-3 student retained once in K, 1 st , 2 nd , or 3 rd grade	Any K-3 student retained twice in K, 1 st , 2 nd , or 3 rd grade
READ INITIATIVE	READ INITIATIVE	INTENSIVE ACCELERATION

OKLAHOMA RECOMMENDS

AT LEAST A 90-MINUTE

READING BLOCK

FOR ALL K-3 STUDENTS.

In addition to the 90-minute block of initial instruction and differentiated instruction, extra time in the school day should be provided for students who are having difficulty. Screening, progress monitoring, and diagnostic assessments must be readily available at every school and be used to guide instruction.

Example: 90-Minute Reading Block with Additional Time for Intensive Intervention

Instruction	Possible Time	Class Configuration	Examples of Teacher-Led Instruction						
90 minutes daily	30-45 minutes	Whole Group	<p align="center">Implement Core Reading Program</p> <p>Phonemic Awareness:</p> <ul style="list-style-type: none"> Blending and segmenting word parts and sounds in words <p>Phonics and Fluency:</p> <ul style="list-style-type: none"> Letter-sound correspondence Blending words Choral reading decodable book <p>Vocabulary and Comprehension:</p> <ul style="list-style-type: none"> Robust vocabulary instruction Limited pre-reading strategies During-reading strategies/text questions and discussions Post-reading strategies/text questions and discussions 						
	45-60 minutes	Differentiated Instruction - Small Groups (Group 1 - 4**)		Implement Core Reading Program Resources and Supplemental/Intervention Materials/Programs					
		*15 minutes for each group	<table border="1"> <tr> <td>M</td> <td>T</td> <td>W</td> <td>T</td> <td>F</td> </tr> </table>	M	T	W	T	F	Group 1: Segment sounds with Elkonin boxes gradually adding letters representing those sounds throughout the week.
		M	T	W	T	F			
		Session 1 (15 minutes)	<table border="1"> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </table>	1	1	1	1	1	Group 2: Word building with letters and pocket chart; read decodable book including words built. Culminating with fluent reading of decodable text without teacher support and text questioning and discussion.
1	1	1	1	1					
Session 2 (15 minutes)	<table border="1"> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </table>	2	2	2	2	2	Group 3: Read decodable book practicing blending words introduced in whole group and fluent reading. Culminating with shared reading of complex text related to unit theme practicing blending words, and text questioning and discussion.		
2	2	2	2	2					
Session 3 (15 minutes)	<table border="1"> <tr> <td>3</td> <td>4</td> <td>3</td> <td>4</td> <td>3</td> </tr> </table>	3	4	3	4	3	Group 4: Shared reading of complex text related to unit theme focusing on deep understanding of text read, through questioning the text and discussion.		
3	4	3	4	3					
20 minutes	<p align="center">Intensive Intervention:</p> <p>Group 1 receives additional time, smaller group size, and very explicit instruction to meet their intensive intervention needs on a daily basis.</p>		<p align="center">Supplemental and/or Intensive Intervention Materials/Programs</p> <ul style="list-style-type: none"> - Apply blending words previously taught in complete sentences that include known high-frequency words. - Apply blending strategies using decodable text. - Culminating with fluent reading of decodable text with teacher support and text questioning and discussion. 						

* This sample class has four small flexible groups that are formed based upon broad screening/progress monitoring and on-going progress monitoring assessment results. The teacher meets with two groups daily during sessions 1 and 2. While working with groups 3 and 4 on a rotating basis, group 3 receiving small group instruction three days per week and group 4 receiving small group instruction two days per week. When students are not at the teacher-led station receiving explicit instruction, students will be working in small groups at literacy centers/stations reinforcing skills taught during whole group/teacher-led small group.

** Small group size can vary, but the intensive intervention group should be no larger than three to five students.

READ INITIATIVE**STAGE I****Student with an Identified Reading Deficiency**

Requirements prescribed by school district, which may include, but are not limited to:

Teacher-Student Ratio	Same as other students.
Instructional Time	90-minute reading block with additional time for intervention.
Materials	CORE/State Identified Reading program that is research based and has proven success teaching the five components of reading. Differentiated Materials Research-based materials that reinforce the initial instruction. Intervention Materials Research-based materials that teach areas of deficits as determined by a diagnostic. This instruction should take place in addition to the 90-minute block.
Screening	Oklahoma State Board approved screening administered two to three times per year.
Progress Monitoring	Weekly.
Diagnostic	A diagnostic measure should be given to students if differentiation and immediate intensive intervention are not working. For more information on diagnostic tools that meet psychometric standards, refer to RSA Guide.
Academic Progress Plan (APP)	An APP should be written for any child who is not on grade level. When determination is made that a child is not on grade level, no matter what time of year, an APP should be written that is driven by a diagnostic assessment.
Summer Reading Program	For a third-grade student who scores Unsatisfactory on the Oklahoma Core Curriculum Test (OCCT or OMAAP) for reading.

READ INITIATIVE

STAGE II
Student Retained Once in K, 1st, 2nd, or 3rd Grade

Requirements prescribed by school district, which may include, but are not limited to:

Teacher-Student Ratio	Reduced teacher-student ratio.
Instructional Time	90-minute reading block which includes small group instruction. Intervention in addition to 90-minute reading block.
Materials	<p>CORE Reading program that is research based and has proven success teaching the five components of reading.</p> <p>Differentiated Materials Research-based materials that reinforce the initial instruction.</p> <p>Intervention Materials Research-based materials that teach areas of deficits as determined by a diagnostic. This instruction should take place in addition to the 90-minute block.</p> <p>Differentiated Instruction Should be treated as immediate intensive intervention with prescribed reading materials/programs for the student's deficits.</p> <p>Immediate Intensive Intervention Materials/programs should continue to be used during intensive intervention after the 90-minute reading block.</p>
Screening	Oklahoma State Board approved screening administered two to three times per year.
Progress Monitoring	Should be ongoing and weekly. The progress monitoring should be more frequent than for not-retained students.
Diagnostic	Every child is required to be given a diagnostic measure.
Academic Progress Plan (APP)	All students retained must have an APP. The APP must be driven by a diagnostic assessment.
Portfolio	Recommendation: Any child retained in third grade must have an ongoing portfolio that meets the state portfolio requirement.
Summer Reading Program	For student who scores Unsatisfactory on the Oklahoma Core Curriculum Test (OCCT or OMAAP) for reading.
Tutoring and Mentoring	Recommendation: Assign a trained volunteer or mentor to each student and/or assign someone to tutor each student on deficit areas.
Transition Classes	In every district there should be language that describes their mid-year promotion procedures. Student should be provided on-grade level work for the subject areas that are not at risk. Third- and fourth-grade transition classes are an option.
Extended School Day	Provide an after school program with research-based materials and certified teachers to tutor and remediate students. Saturday school with research-based materials and certified teachers to tutor and remediate students. Extended year with research-based materials and certified teachers to tutor and remediate students.

Example: 180-Minute Reading Block

Instruction	Possible Range of Time	Class Configuration	Examples of Teacher-Led Instruction					
120 minutes daily	30-50 minutes	Whole Group	Implement Accelerated Core Reading Instruction					
			Phonemic Awareness: <ul style="list-style-type: none"> Blending and segmenting word parts and sounds in words Phonics and Fluency: <ul style="list-style-type: none"> Letter-sound correspondence Blending words Choral reading decodable book Vocabulary and Comprehension: <ul style="list-style-type: none"> Robust vocabulary instruction Limited pre-reading strategies During-reading strategies/text questions and discussions Post-reading strategies/text questions and discussions 					
	90-100 minutes	Differentiated Instruction Small Groups (Groups 1-4)		Implement Accelerated Core Reading Resources and Supplemental and/or Intervention Materials/Programs				
		*20-40 minutes based on group needs	M	T	W	T	F	Group 1: Segment sounds with Elkonin boxes gradually adding letters representing those sounds throughout the week. Apply blending words in complete sentences that include known high frequency words. Culminating with fluent reading of decodable text with teacher support, and text questioning and discussion.
		Session 1 (40 minutes)	1	1	1	1	1	Group 2: Word building with letters and pocket chart; read decodable book including words built. Culminating with fluent reading of decodable text without teacher support and text questioning and discussion.
		Session 2 (30 minutes)	2	2	2	2	2	Group 3: Read decodable book practicing blending words introduced in whole group and fluent reading. Culminating with shared reading of complex text related to unit theme practicing blending words and text questioning and discussion.
Session 3 (20 minutes)		3	4	3	4	3	Group 4: Shared reading of complex text related to unit theme focusing on deep understanding of text read through text questioning and discussion.	
Group 1 receives more time, smaller group size, and very explicit instruction to meet their intensive intervention needs on a daily basis.								

Reading Computer Lab

Computer Lab	30-45 minutes five times a week	Utilize computer programs which are instructional, adaptive, diagnostic and prescriptive.
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Total Reading Time

Accelerated Core with Intervention	Computer Lab	Total Time
150 minutes a day	30-45 minutes	Over 3 hours a day

* This sample class has four small flexible groups that are formed based upon screening/progress monitoring and on-going progress monitoring assessment results. The teacher meets with two groups daily during sessions 1 and 2. While working with groups 3 and 4 on a rotating basis, group 3 receiving small group instruction three days per week and group 4 receiving small group instruction two days per week. When students are not at the teacher-led station receiving explicit instruction, students work in small groups at literacy centers/stations, including a computer station, reinforcing skills taught during whole group/teacher-led small group.

** Small group size can vary, but the intensive intervention group should be no larger than three to five students.

INTENSIVE ACCELERATION**STAGE II**
Student Retained Twice in K, 1st, 2nd, or 3rd Grade**Requirements prescribed by school district, which may include, but are not limited to:**

Teacher-Student Ratio	Reduced teacher-student ratio.
Instructional Time	180-minute reading block with at least a 90-minute segment of uninterrupted time.
Materials	<i>Must be provided a different CORE curriculum from the year before.</i> CORE Reading Core program provided must be research based and has proven success teaching the five components of reading and accelerating reading achievement by two years in one school year. Differentiated Materials Research-based materials that reinforce the initial instruction. Intervention Materials Research-based materials that teach areas of deficits. Differentiated Instruction Should be treated as immediate intensive intervention with prescribed materials for the student's deficits. Immediate Intensive Intervention (iii) Materials should continue to be used during iii after the 90-minute reading block. Language Materials Research-based materials that instructs student on language and vocabulary skills. A speech language pathologist consulted about appropriate materials.
Screening	Oklahoma State Board approved screening administered two to three times per year.
Progress Monitoring	Should be ongoing and weekly. The progress monitoring has to be more frequent than for a non-retained student. This can be as simple as a CORE reading program weekly test, timed readings, or observations.
Diagnostic	Every child should be given a diagnostic measure.
Academic Progress Plan (APP)	All students retained and below grade level must have an APP. The APP must be driven by a diagnostic assessment.
Portfolio	Recommendation: Any child retained in third grade must have an ongoing portfolio that meets the state portfolio requirement.
Transition Classes	In a district's reading plan there should be language that describes their mid-year promotion procedures. Student should be provided grade-level work for the subject areas that are not at risk. Third- and fourth-grade transition classes are an option. Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting.

Instructor/Staff	A high-performing teacher as determined by student performance data and above satisfactory on performance appraisals. Recommendation: At least two professionals in the class during differentiated and intervention instruction.
Speech Language Pathologist	A licensed or certified speech language pathologist used in the classroom for instruction or with collaboration with lesson planning.
Para Professional	Recommendation: Trained on materials and strategies used in the classroom.
Reporting Requirements	Schools will enter progress monitoring data information on the School District Reporting Site.
Monitoring by the State	The state will monitor reports and make visits to districts if needed.