

## **St. Michael Catholic School Comprehensive Reading Plan 2025 - 2026**

### **Vision Statement**

Our reading plan is designed to ensure all students become proficient, confident readers by integrating high-quality instruction, ongoing assessment, targeted intervention, and professional collaboration. Grounded in the Science of Reading, we use data-informed practices and expert support to guide every child toward literacy success.

### **1. 90-Minute Daily Reading Block (K–8)**

Each classroom will implement a **protected, uninterrupted 90-minute reading block** each day.

#### **Components:**

- **Whole Group Instruction (20–30 minutes)**
  - Focus on grade-level standards and foundational reading skills using high-quality instructional materials.
  - Integration of Keys to Literacy routines for vocabulary, comprehension, and writing.
- **Small Group Instruction (45–50 minutes)**
  - Teacher-led differentiated groups
  - Rotations include:
    - Guided reading
    - Word work
    - Independent reading
    - Fluency practice
    - Writing in response to reading
- **Daily Wrap-Up (10–15 minutes)**
  - Exit tickets, strategy review, and reading reflection

## **2. Professional Development (PD)**

**Facilitated by:** Dr. Christine Rauscher and Literacy Leadership Team

**Annual PD Plan Includes:**

- **Pre-Service PD (August)**
  - Science of Reading Foundations
  - Review Keys to Literacy instructional routines
  - Planning and organizing the 90-minute reading block
- **Ongoing PD (Monthly/Quarterly):**
  - Co-taught and modeled lessons by Dr. Rauscher and/or Nicole Hanna
  - Effective small group practices
  - Integrating writing and vocabulary instruction
  - Using formative data to drive instruction
  - Intervention strategies and MTSS
- **Mid-Year Deep Dive (January)**
  - Analyze midyear data
  - Revisit reading block structure and intervention practices

## **3. Reading Assessment & Data-Driven Instruction**

**Assessment Tools:**

- NWEA or Acadience
- STAR Reading (3–8)
- Benchmark Assessments (BOY, MOY, EOY)
- Running Records and Fluency Checks (biweekly)

**Data Protocol:**

- BOY, MOY, EOY data cycles
- Monthly grade-level data meetings
- Instructional plans updated based on student performance

- Data is used to regroup students, revise strategies, and guide small group instruction

#### **4. Small Group Reading Instruction**

##### **Daily in Reading Block:**

- Grouped by skill level and performance data
- Explicit instruction on decoding, fluency, comprehension, or vocabulary
- Flexible, data-driven grouping
- Materials aligned with Keys to Literacy and core curriculum

#### **5. Tutoring & Targeted Intervention**

##### **Programs:**

- During-Day and After-School Tutoring
- Tier 2 & 3 Intervention Groups led by teachers and shared with tutors
- Alignment with Reading Block Content

##### **Scheduling:**

- Tutoring offered at least 2–3 times per week for identified students
- Focus on skill deficits identified through progress monitoring

#### **6. Intervention Monitoring Plan (MTSS Framework)**

##### **Tiered Support System:**

- **Tier 1:** Core instruction for all
- **Tier 2:** Small group intervention 3x/week
- **Tier 3:** Intensive support with individual learning plans

**Progress Monitoring:**

- Biweekly monitoring for Tier 2/3 students
- Regular intervention logs maintained by the reading coach
- Monthly review with admin, coach, and teachers to adjust supports

**7. On-Site Reading Coach****Role of the Reading Coach Nicole Hanna:**

- Model lessons and co-teach
- Lead PLCs and data discussions
- Provide on-the-spot coaching and feedback
- Supporting fidelity to Keys to Literacy routines
- Facilitate PD with Dr. Rauscher

**Weekly Schedule:**

- Rotations across grade levels K - 3
- Drop-in coaching and scheduled modeling

**8. Professional Learning Community (PLC) for All Reading Teachers****Biweekly Meetings:**

- Facilitated by the reading coach and lead teachers
- Agenda includes:
  - Student data review
  - Collaborative lesson planning
  - Sharing of successful strategies
  - Intervention case study discussions

**Cross-Grade Articulation:**

- Focus on vertical alignment of skills
- Transition planning for rising students

## **9. Keys to Literacy Implementation**

### **Core Focus Areas:**

- Comprehension strategies (e.g., main idea, summarizing, text structures)
- Writing from sources
- Vocabulary routines
- Note-taking and organization skills

## **10. Student Growth and Assessment Goals**

Our commitment is to ensure measurable student growth in reading proficiency for all learners through the intentional use of assessment data, goal setting, and targeted supports.

### **Growth Targets:**

- All students will demonstrate at least one year of growth in reading as measured by NWEA, STAR, or Acadience assessments.
- Students performing below grade level will make 1.5 years or more of growth, as monitored through BOY, MOY, and EOY data cycles.
- Tier 2 and Tier 3 students will show documented progress every 6 weeks based on biweekly progress monitoring.

### **Goal Setting and Monitoring:**

- Individual student reading goals will be set in September, reviewed in January, and finalized in May.
- Teachers will conduct goal-setting conferences with students in grades 2–8 to build ownership and motivation.
- Grade-level teams will maintain goal-tracking charts to guide data meetings and instructional decisions.

### **Schoolwide Metrics:**

- 80% or more of students will meet or exceed expected growth benchmarks on STAR/NWEA by May 2026.
- Reduction in the number of students performing in the lowest 20th percentile by at least 25% by end of year.

- Increase in the number of students reading at or above grade level on benchmark assessments.

### **Reporting and Communication:**

- Student progress will be shared with families during report card conferences (November, March).
- Growth updates will be discussed at PLC meetings and incorporated into intervention reviews.
- A year-end reading growth report will be compiled and presented to school leadership to inform planning for 2026–2027.

### **Reading Curriculum:**

- Savvas – **My View** K – 5
- Savvas – **My Perspective** 6 – 8

### **Implementation Plan:**

- Integrated into all subjects (not just reading)
- Classroom walkthroughs to monitor usage
- Professional learning sessions throughout the year

### **Implementation Timeline**

<b>Month</b>	<b>Focus</b>
<b>August</b>	PD kickoff, BOY assessments, begin 90-min blocks
<b>September</b>	Launch small groups, PLCs, data review meetings
<b>October</b>	First PD follow-up with Dr. Rauscher, tutoring begins
<b>November</b>	Monitoring intervention, PLC focus on vocabulary and comprehension
<b>December</b>	Mid-year prep, fluency emphasis
<b>January</b>	Midyear PD and assessment deep dive
<b>February</b>	Writing with reading integration, Keys to Literacy refresher
<b>March</b>	Case studies on Tier 3, planning for transitions

<b>Month</b>	<b>Focus</b>
<b>April</b>	EOY prep, progress celebrations, independent reading growth
<b>May</b>	Final data review, revising reading plan for next year