

Simons Middle School

Reading Intervention Protocol

Simons Middle School is committed to providing a creative and rigorous 21st-century education that ensures all students are prepared for high school and the pursuit of College and/or Career Readiness.

To ensure all students meet our goal, SMS has developed a highly structured RTI process to identify at-risk or gap students and provide immediate and intentional support. The intervention will be provided through a blended classroom with computer-based instruction (Reading Plus, Achieve3000, etc.) as the predominant means to meet the unique learning needs of each student.

Reading Identification Process: Students will be identified based on Reading KPREP data, Reading Benchmark scores as well as MAP data that is in line with College and Career Readiness Benchmarks, including those from the ACT. This policy has been revised to be congruent with the policy at Fleming County High School that outlines MAP Benchmarks.

Grade Level	KPREP	MAP Benchmarks			Lexile from Achieve3000	District Benchmark
		Fall	Winter	Spring		
5th	N/A	209	212	215	830L	N/A
6th	N/A	215	217	220	975L	N/A
7th	Proficient	220	223	224	1095L	3
8th	Proficient	225	226	227	1145L	3
9th	-	227	228	230	-	-

Response to Intervention Placement: All students who meet any of the criteria outlined below will be assigned an additional reading class to address gaps in knowledge and skills. Additional students will be assigned to a reading intervention lab as resources become available due to students transitioning out of reading intervention labs.

- (1) Score a Novice on the previous KPREP Assessment
- (2) Are two grade levels or more below on the reading MAP assessment
- (3) Score a one (1), two (2), two minus (2-) or two plus (2+) on the most recent reading benchmark assessment

Response to Intervention Process: Once students have been identified for reading intervention placement they will be scheduled into a reading intervention lab in addition to their regular English Language Arts class. The students will work in a blended classroom with a significant amount of instruction coming from the computer-based program. Even though the intervention class is based on the student's instructional level, reading content covered will coincide as much as possible with the student's English Language Arts class.

Transitioning out of Intervention: At the end of each 9 weeks students will be moved out of intervention if they meet TWO of the following criteria:

- (1) Meet the MAP Benchmark Score for the Fall, Winter, or Spring in accordance with student grade-level
- (2) Earn a three (3) on one of the district reading benchmark assessments given three times a year
- (3) Be at or above grade level as measured by Lexile Level through Achieve3000 in accordance with KPREP Lexile Proficiency Measures
- (4) Teacher recommendation to transition out of intervention