

Standard Course of Action in Reading**SY2012****Wyngate Elementary**

Action steps/objectives/ processes Timeline	Grade Level
Administer and analyze formative assessments	K-5
Use a variety of assessment measures to determine students not meeting or exceeding benchmarks and/or to identify student needs (CARS, A-Z reading, M-Class, running records, MAP-R, etc)	5
Study My MCPS data and formative data to create small groups for instruction based on identified areas of student need	K-5
Have grade level data chats (and collaboration with appropriate specialists) using ORID process to identify and discuss students not meeting or exceeding benchmarks.	K-5
Collaborate with appropriate specialists and use 3-tiered Collaborative Problem Solving model to discuss students who do not exhibit progress in reading and develop intervention plans	K-5
Implement a school wide reading incentive program	K-5
Monitor at-risk subgroups and SIP goals at quarterly SIP meetings.	K-5
Use of flexible guided reading groups (individual and small group)	1-2
Provide time for students to read independently	1
Follow IEP and/or intervention plans	1
Use paraeducators and/or reading initiative teachers to support struggling students	K-5