READ plans in Alpine

How to enter plans and support READ students!
Here's my number – Call me maybe
Getting Started

The READ plans are embedded in our now-familiar friend, APAS.
Starting an APAS plan...

If the student doesn’t have an APAS plan already, hit the green button.

Click the green plus to add a new record.
But more likely, you’ll find one of these two scenarios...

1. **Data Records**

   - **This child has one plan, and it's frozen; we're going to make a copy that will stay open and editable all year.**

2. **Data Records**

   - **To add a READ record to an existing, unfrozen plan, hit the purple button! DO NOT make a new plan!!**
IF AN UNFROZEN APAS PLAN ALREADY EXISTS

DON'T MAKE A NEW ONE
Now you’re on the cover page...

**Student Information**
- **Student**: Meredith Streeter
- **Date Plan Initiated**: 12/6/2013
- **School**: Black Rock Elem
- **Grade**: K

**Teacher/Advisor Information**
- **Student’s Support Team**: (names of the people who are involved in creating/reviewing/updating this student’s plan)
  - Maximum size: 500
  - Current size: 0

**Plan Sections**
- **Select any additional sections to be included in the student’s plan**:
  - Accommodations for Instruction and Assessment
  - RTI (Response to Intervention)
  - READ Act
  - Literacy
  - ALP (gifted)
  - ELL
  - Section 504
  - Is there an active IEP for this student?

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- **Just like before, add names of people involved in creating/reviewing/updating this student’s plan.**
- **Click Y on READ Act (and any others that apply).**
- **Hit Continue.**

**- OR -**

**Return Without Changes**
<table>
<thead>
<tr>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
</tr>
<tr>
<td>Reporting Period</td>
</tr>
<tr>
<td>Date Plan Initiated</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>Grade</td>
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</tbody>
</table>

For info on the above sections, see the APAS Overview guide on the blog. For today, we’re going to just open the READ Act section and play there. Click the pink down arrow.
There won’t be any READ Plans made yet; Click the “Click Here To Add/Edit” to start one... you’ll get the below screen.
Now you’re in the READ plan!
Demographics

- Autopopulates, so no biggie here. If the student has a language status, it’ll populate with the status. (NEP, LEP, etc)
Background Information

You have not made any score selections. To reference in scores click the above button.

2: Hit "Finalize Selections" to save and close.

I recommend only including PALS here to keep it clean and simple - you can include testing info in the APAS, but this is for your reference for the rest and it'll be easier if it's only the PALS data you're using.
Screening and Probe (QC) Results

Screening and probe results are designed to identify whether a student has a "significant reading deficiency." If so, a diagnostic assessment is used to shape the READ Plan.

Screening Results. If the student’s screening results show a significant deficiency in reading, then proceed to the probe assessments (Quick Checks).

- Screening Assessment - 1
- Screening Assessment - 2
- Screening Assessment - 3

1, 2, and 3 = Fall, Winter, and Spring

Summary of Probe (Quick Check) results. If QC confirms a significant deficiency in reading, then proceed to diagnostic assessment.

- Probe Assessment - 1
- Probe Assessment - 2
- Probe Assessment - 3

Do the Screening and Probe (Quick Check) Assessments currently indicate a significant reading deficiency?
Screening Assessment

Anything blue is clickable – please use! It will save a TON of time. (It’s also narrative, so you can write in there...)

Two choices exist here: PALS and Exempt from Testing
Probe/ Quick Check

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Probe Assessment - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Name</td>
<td>PALS</td>
</tr>
<tr>
<td>Date of Probe (Quick Check)</td>
<td>10/30/2013</td>
</tr>
<tr>
<td>Briefly describe the Probe (Quick Check) you used and the resulting score(s)</td>
<td>Kinder Spelling #__, Score ___/15</td>
</tr>
<tr>
<td>Comments</td>
<td>Slow responses</td>
</tr>
</tbody>
</table>

1 - Briefly describe the Probe (Quick Check) you used and the resulting score(s)

- PALS Quick Checks - Please enter the name, number, and score of the Quick Check administered.
  - Alpha Recognition #___, Score ___/26
  - Letter Sounds #___, Score ___/26
  - Beginning Sound Production #___, Score ___/10
  - Concept of Word Part #___, Score ___/32
  - Kinder Spelling #___, Score ___/15
  - 1-3 Spelling Set #___, Score ___/12
  - Pseudoword Decoding Set #___, Score ___/20
  - Word Recognition in Isolation Level ___________, #___. Score ___/20
  - Oral Reading in Context Passage ____________, Accuracy ___%
SRD? IEP?

Do the Screening and Probe (Quick Check) Assessments currently indicate a significant reading deficiency?

Drop down options:
- No, student does not have a Significant Reading Deficiency
- Yes, student has a significant reading deficiency
- Not Applicable

Through which measure are the student’s READ needs being met?

Drop down options:
- READ Plan
- IEP with diagnosed literacy needs
The Diagnostic Section is for PALS 1-3 only. PALS K enters to the next section.
Specific Reading Skills Needed

- Please choose a skill of primary importance. You can choose two if you wish, but keep it simple for the sake of your plans and goals.
READ Plan Goals

• You just set a specific reading skill need, based on a screen, probe, and diagnostic. Now you’re ready to set goals.
• Only pick one (two max) at a time!
Objectives and Progress Monitoring for Goal

Here’s an example of what it’ll look like completed (I added nonsense just for the sake of an example).

Name interventions you’ll provide in order to meet the goal

Again, these are populated with starters listing the Quick Checks. Click on the blue words so you don’t have to type!
Reading Strategies

You can choose as many as you’d like, but keep it simple and focused - one to two strategies at a time is probably best.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

The Pikes Peak Literacy Strategies Project (PPLSP)
CORE Program

- This part’s easy: there’s only one! Click on “CORE Program” and then click on “Rigby Literacy by Design.”
Additional Reading Services / Reading Interventions

The information listed below is designed to help develop reading proficiency and proficiency beyond CORE instruction.

**Intervention Program**
- Maximum size: 500
- Current size: 0

**Start Date**
- Format: mm/dd/yyyy

**EndDate**
- Format: mm/dd/yyyy

**Reason Intervention was Discontinued**

**Review of Intervention Effectiveness**
- Maximum size: 1000
- Current size: 0

1. **Intervention Program**
   - Select the intervention by clicking on the title.
   - Examples:
     - Intervention by Design
     - Leveled Literacy Intervention (LLI)
     - Lexia Reading Core 5
     - Read 180
     - Sound Partners
     - System 44
     - Voyager Passport
     - Other: ________

2. **Review of Intervention Effectiveness**
   - Notes about effectiveness:
     1. Student is making adequate progress, maintain the current intervention.
     2. Student is not making adequate progress, change the intervention.
     3. Student is making progress but not quickly enough, intensify intervention.
Family Component

To include family members in the development of the READ plan, strategies must be given to implement at home that will supplement the services received at school.

The Colorado Department of Education requires a discussion between the Local Education Provider and parents including the following: 1. The state's goal is for all children in Colorado to graduate from high school having attained skill levels that adequately prepare them for postsecondary studies or for the workforce and research demonstrates that achieving reading competency by third grade is a critical milestone in achieving this goal.

2. The discussion and READ Plan should include a clear explanation of what the significant reading deficiency is and the basis upon which the teacher identified the significant reading deficiency.

3. If the student enters fourth grade without achieving reading competency, he or she is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades. If the student's reading skill deficiencies are not remediated, it is likely that the student will not have the skills necessary to complete the course work required to graduate from high school.

4. Reading skills are critical to success in school. Under state law, the student qualifies for and the Local Education Provider is required to provide targeted, scientifically based or evidence-based interventions to remediate the student’s specific, diagnosed reading skill deficiencies, which interventions are designed to enable the student to achieve reading competency and attain the skills necessary to achieve the state's academic achievement goals.

5. The student’s READ plan will include targeted, scientifically based or evidence-based intervention instruction to address and remediate the student's specific, diagnosed reading skill deficiencies.

6. The parent plays a central role in supporting the student’s efforts to achieve reading competency, the parent is strongly encouraged to work with the student’s teacher in implementing the READ plan, and to supplement the intervention instruction the student receives in school, the READ plan will include strategies the parent is encouraged to use at home to support the student's reading success.

7. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, if the student continues to have a significant reading deficiency at the end of the school year, under state law, the parent, the student's teacher, and other personnel of the Local Education Provider are required to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.

(from: Colorado Department of Education Parent Talking Points)

<table>
<thead>
<tr>
<th>Have the Local Education Agency and parents discussed the CDE talking points?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required</strong></td>
<td></td>
</tr>
</tbody>
</table>

This is a required field; if you haven't discussed with parents yet, put no. When you do discuss with parents, change to yes.
### 1 - School Representative at Meeting
This field is not limited to the options below; if someone attended whose role is not listed, it can be typed in the text box.
The meeting was held or attended by the following (please type in last names after the role):
- Classroom Teacher
- Special Ed Teacher
- Literacy Teacher
- Principal
- Assistant Principal
- School Psychologist

### 1 - Topic of Communication
- Notification of Significant Reading Deficit (SRD) and READ Plan created
- Talking Points communicated to Parent
- Strategies to use at home
- Update on Progress
- Termination of READ Plan
- Other (describe in comments)

### 1 - Strategies discussed with Parent
The following strategies were discussed with the parent/guardian, and parent/guardian agreed to the following:
- I will read to and with my child each night for ___ minutes.
- I will talk to my child about what s/he is reading and what I am reading.
- I will make reading a regular part of our family time.
- I will keep school an important part of my child’s life.
- I will make sure that my child comes to school on time every day.
- I will attend parent-teacher conferences.
- I will communicate with my child’s teacher.
- I will have my child attend ___
Supplemental Services

Includes anything *in addition* to the typical school day.

Types of Service Includes:
-- Before or after school tutoring club
-- Full day kindergarten
-- Homework club
-- Reading program through external provider
-- Other
Documents

Upload any documents here.

Link: How to Upload a Document
Office Use

Options here include: No, Yes, or Not Applicable

Options here include: No, Yes, or Not Applicable

Literacy lab is an option here
Status

Active?
Saving – The plan so nice we save it twice...

It will take you back to the COVER PAGE after you hit Save & Close – that’s what you want!
Hit Continue...
Now you’ll see your READ plan in there – Hit “Finalize Section” to incorporate the READ plan you must made, and THEN “Save & Close” - when you do, you’ll see your plan linked!!
KEEP CALM AND LOVE APAS