

Mountainville Academy CEIS Plan 2011-2012

Section A – General Information

Mountainville Academy decided to implement early intervening services for regular education students in need of additional academic and behavioral support. Analysis of the CRT and other data collected in the previous year showed that students in third grade were not achieving at grade level in the areas of reading and language arts. Specifically, third graders were struggling with basic reading skills of phonics and other word attack skills. This group of students had almost twice the rate of non-proficiency of the other grades on the spring 2011 State CRTs. In order to address this issue, students now in grade 4 will be the recipients of the early intervening services and the academic area to be addressed will be reading.

It is estimated that about 12 students will receive evaluations and academic interventions or supports as this plan is implemented. This represents approximately three students in each of the four fourth grade classrooms.

The total IDEA budget for Mountainville Academy for FFY 2012 is \$100,906.00. CEIS will be funded with 15 percent of this budget, an amount of \$15,136.00.

Section B – Identification of Students

All fourth graders are screened in October with the Fountas and Pinnell Reading Placement Test. Those students who are identified as one or more years below grade level will receive the supplementary services paid for with CEIS funds. Screening will be conducted by previously highly trained teaching assistants who conduct ongoing regular screenings in reading, and also provide supplementary small group instruction in the reading and spelling program.

Section C – Services to Students

Supplementary services in reading will be provided in small groups of three to four students on a daily basis during a time not assigned to the classroom reading or spelling. The small group instruction in reading will consist of a preview of vocabulary and skills to be taught in the regular classroom primary instruction on the next day's skills, practice on identified missing or weak decoding and encoding skills, and leveled reading with comprehension strategies. Progress monitoring will be through weekly administration of DIBELS subtests in the areas of rapid decoding (NWF), comprehension (ORF), and weekly spelling tests.

Progress monitoring data will be used to make decisions about additional or continuing services and supports. The teacher, teaching assistant, and student support team will analyze data on each student receiving supplementary supports and services monthly. If students have reached grade level targets on progress monitoring and benchmark tools for two quarters in a row, they

