

BOARD OF TRUSTEES
AGENDA☐

Workshop

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Regular

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Special

(A)

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Report Only

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Recognition

Presenter(s): RODOLFO MUSQUIZ, ELAR DIRECTOR

Briefly describe the subject of the report or recognition presentation.

**DISTRICT ACTION PLAN AND STATUS REPORTS FOR ACCELERATED READER AND
MYON READING PROGRAMS.**

(B)

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Action Item

Presenter(s):

Briefly describe the subject of the report or recognition presentation.

(C) Funding Source: Identify the course of funds if any are required

(D) Clarification: Explain any question or issues that might be raised regarding this item.

Eagle Pass Independent School District

Accelerated Reader & MyOn Reading District Wide Plan



Eagle Pass Independent School District
Renaissance Learning
Accelerated Reader / My-On Reading

School District Goal

The primary mission of the Eagle Pass Independent School District is to embrace a unified plan for the development of proficient readers throughout our district. Through the implementation of the Accelerated Reader Program and the MyOn Reading software program, students will be provided with a variety of opportunities to develop their reading abilities through a wide range of books of their interest. Students will have access to regular library books as well as a digital library where they can select books of diverse genres. Through this reading initiative, students will experience a continuity of practice in reading that will enhance their overall comprehension and knowledge across a variety of disciplines. The intent of these programs is to encourage and motivate our students to be lifelong readers and promote a generation of readers that are prepared for the diverse challenges in reading posed in school, at the college level, and beyond.

Accelerated Reader / Goal Setting

Reading Goals are recommended for all students based on an average of 20 minutes of daily practice in the indicated grade levels. The point system is aligned to the **Zone of Proximal Development (ZPD)** or recommended book-level range for students in accordance with lexile measures. The software program provides an estimate of a student's ZPD based on past performance in reading through the *Renaissance Star Reading – Score* of the year. Accelerated Reader goals for each student must be realistic and attainable in order for all students to experience success in reading. (* other standardized assessment scores can be used for placing students at appropriate book level ranges. DRA, I-Station, etc...)

Placement of Students & Book-Level Ranges

The book level range helps to ensure that students read at a level appropriate for them and it represents a minimum level of difficulty. Students will have different ZPD levels and adjustments may have to be made in order to place students at their functional level of reading in order for them to achieve growth and success in reading. Use of local reading assessment data is recommended in order to identify the students' reading levels. It is important for teachers to monitor that students select or check-out books that are within their Book-Level Range. Special placement may be required for students serviced through the Special Education Program, the Dyslexia Program, or English Language Learners.

Point Goals / 20 Minutes Daily Practice

The sample table below indicates the number of points that students are expected to earn based on their reading level and the time invested in reading. The information provides the expected student points to be earned based on **20 minutes of daily reading**. Individual student points are represented: *per week, per nine weeks, by homeroom, and grade level*.

The homeroom goal and the grade level goal will be different and customized for each campus.

Example: Elementary Campus Plan with Goals

Grade Levels	Book Level Range / Lexile Level / ZPD Level	Student's Individual Points <u>per Week</u>	Student's Individual Points per <u>Nine Weeks</u>	<u>Homeroom Class (20)</u> Point Goal per Nine Weeks	<u>Grade Level (5 classes)</u> Point Goal per Nine Weeks
1 st grade	100L – 330L	0.6	5.0	100 points	490 points
2 nd grade	330L – 510L	0.7	6.3	126 points	630 points
3 rd grade	480L – 660L	0.9	7.7	154 points	770 points
4 th grade	510L – 720L	0.9	8.3	166 points	830 points
5 th grade	570L- 830L	1.2	10.7	214 points	856 points
6 th grade	660L – 910L	1.4	13.0	260 points	1, 300 points
7 th grade	700L – 1010L	1.6	14.7		
8 th grade	720L – 1110L	1.9	16.7		

Daily AR Reading Time

Scheduling AR Reading Time

In order to maximize time at schools, students should be provided with specific time frames for them to engage in their own independent reading of their AR Books. Scheduling of AR Reading sessions should be appropriately scheduled in order to avoid interruptions in regular classroom instruction and structured learning activities. Students should also be encouraged to read at home in order to increase reading time and attain reading points and goals.

Sustained Reading / Self-selected Books

Before School	During School Hours	After School	At Home
during breakfast time while waiting for class to begin	after completing classwork after completing homework after a test during library time	during after school tutorials while waiting for bus arrival	during weekends (books) web-based, online at home (MyOn)

Awarding of Points // AR Test Scores

The most important goal of the program is for students to improve their overall comprehension and increase their level of fluency as they engage in AR books. It is important for students to read for meaning and to be able to score at 85% on AR tests in order to show sufficient mastery of content and comprehension of the text. In order to establish high expectations for reading, students must obtain a grade of 70% or above in order to receive points on any assigned AR book.

Criteria for Awarding Points:

- o AR Goal for all Books = 85%
- o AR awarding of full points = 100%
- o AR awarding of partial points: 70% ---- 90%
- o No – Points awarded for a grade below 70 on an AR Test

Example: AR Book 4.5 points /10 Question Test

4.5 points	4.5 points	4.5 points	4.5 points
<u>x 70%</u>	<u>x 80%</u>	<u>x 90%</u>	<u>x 100%</u>
3.1	3.6	4.0	4.5
7-correct	8-correct	9-correct	10-correct

Awards and Incentives

Recognizing students for meeting individual reading goals and points is an important part of the Accelerated Reader Program. Schools have the opportunity to recognize specific students, classes, or grade levels that attain high points or reach specific goals that have been set. It is recommended that schools establish fund raising activities and a system for providing incentives in order to motivate and encourage students to read throughout the year.

Example: student and class incentives

Student Recognitions	Classroom Recognitions	Campus Recognition
o Individual prizes	o pizza parties	o school board recognition,
o tote bag, water bottle	o popcorn bags	scheduled schools

Campus Implementation & Procedures

Structuring the Accelerated Reading / MyOn Reading Programs

The structure and implementation of the Accelerated Reader / MyOn Program are primary components to consider in ensuring the overall success of the program at schools. In order to make the program productive for both students and teachers at campuses, specific structures, controls, and management procedures should be in place in order to operate the program efficiently. This involves coordination and collaboration through the assistance and support of campus staff. This would include librarians, teachers, school administrators and other campus staff.

The following are basic program procedures that are highly recommended for all schools.

Organization and Management of the AR Program

- o Identification of student Functional Reading Levels (DRA, I-Station, etc...)
- o Development of AR Classroom Rosters (homerooms)
- o Assigning and placing of students at appropriate Reading Level Ranges (lexile)
- o Generate and Review AR student and classroom reports on a timely basis
- o Designing methods to gauge AR Progress towards goals (bulletin boards, charts)
- o Monitoring book selection and level
- o Monitoring of overall progress the AR Program (classroom goals, campus goals)
- o District wide monitoring and oversight of the Accelerated Reader Program

Staff

Teachers / Administration
Librarians
Librarians
Teachers
Teachers
Teachers / Librarians
Administration
ELAR Director

Customized Campus Plans for AR and MyOn Programs

In planning an effective Accelerated Reader-Campus Plan for schools, it is important to note that every campus plan may be different and can be customized to meet the needs of its student population and campus enrollment. The intent of the district plan is to provide a flexible framework for designing and implementing an Accelerated Reader Program, while providing established program parameters for all schools in our district.

