

Elementary Reading Plan (2019-2020)

School Name/Number: Perry Worth Elementary School-0534

Corp Name/Number: Lebanon Community School Corp/0665

Submitted on 6/27/2019 1:28:14 PM

Leadership

Does the school have a leadership team in place? Yes

How often does the team meet? Once a year

Name	Position
Mary Dickerson	Assistant Principal
Chelsea Gerald	Second Grade Teacher
Krista Grider	Third Grade Teacher
Andrea Kincade	First Grade Teacher
Jason Lorch	Fifth Grade Teacher
Amber Moore	Principal
Tricia Nesbitt	Kindergarten Teacher
Sarah Puckett	Special Education Teacher
Elizabeth Tonkel	Fourth Grade Teacher
Katie Walters	Related Arts Teacher

Core Program (Tier 1)

Reach for Reading

Dyslexia Indicators Used: Phonological/Phonemic Awareness, Alphabet Knowledge, Sound Symbol Relationship, Decoding Skills,

Reading Block Minutes (Tier 1) Ninety Minutes Minimum

Grade	Minutes
Kindergarten	90
First	90
Second	90
Third	90
Fourth	90
Fifth	90

Intervention Outside the 90 Minute Reading Block

Grades	Kindergarten, First, Second, Third, Fourth, Fifth
Intervention Types	Other
Tiers	Tier 2
Duration	30 minutes a day
Group Meeting Frequency	At least daily
Intervention Description	LLI (Leveled Literacy Intervention), Hybridge/Compass Learning, Reading A-Z, Raz-Kids, Reach for Reading (Guided Reading)
Number of Students 'At Risk' for Dyslexia 2018 - 2019	0

Number of Students administered (Universal) Screener 2018 - 2019	0
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Assessment Plans And Goals

Grade	Third
Previous Year Goal Met	No
Formative Assessments	Yes
Description	Fountas and Pinnell Benchmark Assessment & NWEA
Progress Monitoring	Yes
Description	Running Records and CLOZE Reading Passages
ISTEP + Summative	Yes
Description	90% of Grade 3 students will pass the IREAD3 assessment in Spring of 2019. 90% of Grade 3 students will pass the ELA portion as measured by the ILEARN given in Spring of 2019.
Grade Level Mid-Year Goals	80% of students will meet text reading level O as measured by Fountas & Pinnell Benchmark Assessment.
Grade Level End-Year Goals	90% of students will meet text level reading level P as measure by Fountas and Pinnell Benchmark Assessment.
Diagnostic Tools	Yes
Description	F&P Benchmark Assessment, Word Analysis

Grade	Fourth
Previous Year Goal Met	No
Formative Assessments	Yes
Description	Fountas & Pinnell Benchmark Assessment and NWEA
Progress Monitoring	Yes
Description	Running Records & CLOZE Reading Passages
ISTEP + Summative	Yes
Description	90% of Grade 4 students will meet or exceed the level of pass proficiency on the E/LA portion as measured by ILEARN in Spring 2019.
Grade Level Mid-Year Goals	80% of Grade 4 students will meet text reading level R as measured by Fountas & Pinnell Benchmark Assessment.
Grade Level End-Year Goals	90% of Grade 4 students will meet text reading level S as measured by Fountas & Pinnell Benchmark Assessment.
Diagnostic Tools	Yes
Description	F&P Benchmark Assessment, Word Analysis

Grade	Fifth
Previous Year Goal Met	No
Formative Assessments	Yes
Description	Fountas & Pinnell Benchmark Assessment, NWEA
Progress Monitoring	Yes
Description	Running Records, CLOZE Reading Passages
ISTEP + Summative	Yes

Description	90% of Grade 5 students will meet or exceed the level of pass proficiency of the E/LA portion as measured by ILEARN in Spring 2019.
Grade Level Mid-Year Goals	80% of Grade 5 students will meet text reading level U as measured by Fountas & Pinnell Benchmark Assessment.
Grade Level End-Year Goals	90% of Grade 5 students will meet text reading level V as measured by Fountas & Pinnell Benchmark Assessment.
Diagnostic Tools	Yes
Description	F&P Benchmark & Word Analysis

Grade	Kindergarten
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Observation Survey, F&P Benchmark, NWEA
Progress Monitoring	Yes
Description	Running Records
Summative Assessments	Yes
Description	F&P Benchmark & NWEA
Grade Level Mid-Year Goals	80% of students in Kdg. will meet the expected benchmark scores as measured by the Observation Survey and will meet text reading level B as measured by Fountas & Pinnell Benchmark Assessment. Letter ID: 46/54 Concepts About Print: 13/18 Hearing and Recording Sounds in Words: 23/27 Text Rdg. Level B
Grade Level End-Year Goals	90% of students in Kdg. will meet the expected benchmark scores as measured by the Observation Survey and will meet text reading level C as measured by Fountas & Pinnell Benchmark Assessment. Letter ID: 50/54 Concepts About Print: 16/18 Hearing and Recording Sounds in Words: 30/37 Text Rdg. Level D
Diagnostic Tools	Yes
Description	Developmental Reading Assessment, Observation Survey

Grade	First
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Observation Survey, Fountas & Pinnell Benchmark & NWEA
Progress Monitoring	Yes
Description	Running Records
Summative Assessments	Yes
Description	Fountas & Pinnell Benchmark & NWEA
Grade Level Mid-Year Goals	80% of students in 1st grade will meet the expected benchmark scores as measured by the Observation Survey and will meet text reading level F as measured by Fountas & Pinnell Benchmark Assessment. Concepts About Print: 18/24 Hearing and Recording Sounds in Words: 30/37 Text Rdg. Level F
Grade Level End-Year Goals	90% of students in 1st grade will meet the expected benchmark scores as measured by the Observation Survey and will meet text reading level J as measured by Fountas & Pinnell Benchmark Assessment. Concepts About Print: 20/24 Hearing and Recording Sounds in Words: 35/37 Text Rdg. Level J

Diagnostic Tools	Yes
Description	Developmental Reading Assessment, Word Analysis & Observation Survey
Grade	Second
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Fountas & Pinnell Benchmark Assessment & NWEA
Progress Monitoring	Yes
Description	Running Records
Summative Assessments	Yes
Description	Fountas & Pinnell Benchmark Assessment & NWEA
Grade Level Mid-Year Goals	80% of students in 2nd grade will meet the expected benchmark scores as measured by the Observation Survey and will meet text reading level L as measured by Fountas & Pinnell Benchmark Assessment. Text Rdg. Level L
Grade Level End-Year Goals	90% of students in 2nd grade will meet the expected benchmark scores as measured by the Observation Survey and will meet text reading level M as measured by Fountas & Pinnell Benchmark Assessment. Text Rdg. Level M
Diagnostic Tools	Yes
Description	Developmental Reading Assessment & Word Analysis

Professional Development

Core Reading Program Professional Development

Training for the core reading program, Reach for Reading, was introduced in a two day training in August 2014. Online training is provided for this which guides understanding and ensures common implementation.

Reading Intervention Professional Development

LLI, Hybridge/Compass Learning, Learning A-Z Raz Kids & Reading A-Z are tools used as interventions. Training for these interventions is provided on an as need basis when a teacher newly utilizes these interventions, or when further understanding is required for more effective usage.

Reading Assessment Professional Development

Fountas & Pinnell Benchmark Assessment, Word Analysis, Running Records, NWEA, IREAD3 and ISTEP+ are all tools used in assessing reading. Training for assessments is provided on an as needed basis when a teacher newly utilizes these tools, or when further understanding is required for more effective usage. Online training is provided for some of these as well as DVDs which guide understanding and ensure common administration.

Parent/Guardian Communication

1. Assessment benchmark data comes from NWEA, Observation Survey and the Fountas and Pinnell Benchmark Assessment which is reviewed during parent meetings, ACR's, CC's, M-teams & MTSS mtgs. 2. Parent/Teacher conferences are held at a minimum of once yearly. 3. Report cards provide parents with reading progress by quarter. 4. Each teacher posts, outside of the classroom door, beginning, middle, and end of the year benchmark reading results following the administration of F&P Benchmark Assessment.

Remediation Structure

Number of Students	3
Instruction	Classroom Teacher, Instructional Assistants or Paraprofessionals, Special Education Teacher

Format	After School Remediation, During the school day within the 90 minutes, During the school day outside the 90 minutes, Summer School
Frequency	Five times a week for
Days	5
Duration	30 minutes a day
Curriculum Used	LLI (Leveled Literacy Intervention), Reading A-Z, Raz-Kids, ReadUp, Reach for Reading (Guided Reading), Lexia & Istation
Number of students administered the universal screen	68
Number of students at risk or at some risk for Dyslexia	0