

## Elementary Reading Plan (2018-2019)

School Name/Number: Sharon Elementary School-8819

Corp Name/Number: Warrick County School Corp/8130

Submitted on 6/1/2018 10:00:27 AM

### Leadership

Does the school have a leadership team in place? Yes

How often does the team meet? Quarterly

Name	Position
Jenny Arvin	Fifth Grade Teacher
Ginger Barnett	Kindergarten Teacher
Ashlee Bruggenschmidt	Principal
Dana Campbell	Fourth Grade Teacher
Mackenzie Castleman	Kindergarten Teacher
Allie Cavins	Parent
Jill Chamlee	Kindergarten Teacher
Cary Frisinger	Other (Volunteer)
Beau Fulk	Fourth Grade Teacher
Kelsey Gray	Third Grade Teacher
Angie Merkley	Second Grade Teacher
Jennifer Nisley	Special Education Teacher
Lisa Porter	Second Grade Teacher
Madeline Scott	Title I Teacher
Kristin Strickland	Instructional Assistant
Brynn Trentham	Parent
Kristi Treski	Reading Coach
Kris Warner	Assistant Principal
Emily Whyman	First Grade Teacher
Angie Wright	Fifth Grade Teacher

### Core Program (Tier 1)

**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

<b>Grades</b>	Kindergarten, First, Second
<b>Intervention Types</b>	Burst
<b>Tiers</b>	Tier 2, Tier 3
<b>Duration</b>	30 minutes a day
<b>Group Meeting Frequency</b>	Four days a week
<b>Intervention Description</b>	

<b>Grades</b>	Second, Third, Fourth, Fifth
<b>Intervention Types</b>	Other
<b>Tiers</b>	Tier 2
<b>Duration</b>	60 minutes a day
<b>Group Meeting Frequency</b>	Two days a week
<b>Intervention Description</b>	After School Academy Free after school tutoring that focuses on reading skill deficits of students

<b>Grades</b>	Kindergarten, First, Second, Third, Fourth, Fifth
<b>Intervention Types</b>	Other
<b>Tiers</b>	Tier 2
<b>Duration</b>	30 minutes a day
<b>Group Meeting Frequency</b>	Four days a week
<b>Intervention Description</b>	<p>For students in grades K-1 we use DIBELS, TRC benchmarks and progress monitoring. Every child is given a BOY, MOY, and EOY assessment. Any student who is not at benchmark receives intensive interventions on the deficit skills and are progress monitored bi-weekly. Students receive intensive interventions for 30 min. four days a week through our Title I or Reading Remed. program. Students also receive interventions in the computer lab using Odyssey, abcya, Readingixl, Raz Kids, etc.</p> <p>Students in grades 2-5 take the NWEA Assessment. Students take three standards based benchmark assessments. Any student who is not at benchmark receives intensive interventions on the deficit skill and are progress monitored bi-weekly. Students receive interventions for 30 min. four days a week through our Title or Reading Rem. program.</p> <p>We also use volunteers to work on reading skill deficits with students (fluency, comprehension, etc.)</p> <p>K-5 we utilize Star Reading as a progress monitoring tool.</p>

<b>Grades</b>	Kindergarten, First, Second, Third, Fourth, Fifth
<b>Intervention Types</b>	Read Well
<b>Tiers</b>	Tier 2, Tier 3
<b>Duration</b>	30 minutes a day
<b>Group Meeting Frequency</b>	Four days a week
<b>Intervention Description</b>	

<b>Grades</b>	Kindergarten, First, Second, Third, Fourth, Fifth
<b>Intervention Types</b>	Other
<b>Tiers</b>	Tier 2, Tier 3
<b>Duration</b>	30 minutes a day

<b>Group Meeting Frequency</b>	Three days a week
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<b>Intervention Description</b>	RAZ Reading
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<b>Grades</b>	Third, Fourth, Fifth
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<b>Intervention Types</b>	Other
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<b>Tiers</b>	Tier 2
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<b>Duration</b>	30 minutes a week
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<b>Group Meeting Frequency</b>	Every two weeks
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<b>Intervention Description</b>	Read Theory (online)
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### Assessment Plans And Goals

<b>Grade</b>	Kindergarten
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<b>Previous Year Goal Met</b>	Yes
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<b>Formative Assessments</b>	Yes
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<b>Description</b>	DIBELS/TRC Lollipop testing Teacher observations Student-teacher conferences homework assignments Exit tickets
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<b>Progress Monitoring</b>	Yes
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<b>Description</b>	DIBELS/TRC Raz Burst Accelerated Reader
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<b>Summative Assessments</b>	Yes
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<b>Description</b>	CogAT Teacher created summative assessments
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<b>Grade Level Mid-Year Goals</b>	We use the DIBELS/TRC benchmark goals
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<b>Grade Level End-Year Goals</b>	We use the DIBELS/TRC benchmark goals
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<b>Diagnostic Tools</b>	Yes
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<b>Description</b>	STAR, DIBELS, TRC, diagnostic testing by our school psych through Rtl. CogAT
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<b>Grade</b>	First
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<b>Previous Year Goal Met</b>	Yes
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<b>Formative Assessments</b>	Yes
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<b>Description</b>	TRC/DIBELS Reading Conferences Teacher Observations Exit Tickets Homework Assignments
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<b>Progress Monitoring</b>	Yes
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<b>Description</b>	DIBELS/TRC Burst Raz Kids Accelerated Reading Burst "We Both Read" books
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<b>Summative Assessments</b>	Yes
<b>Description</b>	Teacher created summative assessments CogAT Writing Prompts
<b>Grade Level Mid-Year Goals</b>	We use the DIBELS/TRC benchmark goals
<b>Grade Level End-Year Goals</b>	We use the DIBELS/TRC benchmark goals
<b>Diagnostic Tools</b>	Yes
<b>Description</b>	STAR Reading, DIBELS, TRC, diagnostic testing by school psych through Rtl Process

<b>Grade</b>	Second
<b>Previous Year Goal Met</b>	Yes
<b>Formative Assessments</b>	Yes
<b>Description</b>	NWEA/STAR Reading Teacher Observations Reading Conferences Exit Tickets Homework Assignments
<b>Progress Monitoring</b>	Yes
<b>Description</b>	DIBELS/TRC for Rtl Kids NWEA/STAR Reading Burst Raz Kids
<b>Summative Assessments</b>	Yes
<b>Description</b>	Teacher created summative assessments CogAT NWEA
<b>Grade Level Mid-Year Goals</b>	We use NWEA/Star benchmark goals
<b>Grade Level End-Year Goals</b>	We use NWEA/Star benchmark goals
<b>Diagnostic Tools</b>	Yes
<b>Description</b>	STAR Reading, NWEA, and DIBELS/TRC with Rtl kids, diagnostic testing by school psych through Rtl Process CogAT

<b>Grade</b>	Third
<b>Previous Year Goal Met</b>	Yes
<b>Formative Assessments</b>	Yes
<b>Description</b>	NWEA and STAR Reading Teacher Observations Reading Conferences with Students Exit Tickets Homework Assignments
<b>Progress Monitoring</b>	Yes
<b>Description</b>	NWEA and Star Reading probes Exit tickets Teacher created probes Accelerated Reader
<b>ISTEP + Summative</b>	Yes
<b>Description</b>	ISTEP/IREAD CogAT Writing Prompts
<b>Grade Level Mid-Year Goals</b>	STAR and NWEA benchmark goals Standards Based Assessments

<b>Grade Level End-Year Goals</b>	STAR and NWEA benchmark goals
<b>Diagnostic Tools</b>	Yes
<b>Description</b>	We use NWEA/Star and teacher created probes. Through RtI we use diagnostic testing tools with our school psych.

<b>Grade</b>	Fourth
<b>Previous Year Goal Met</b>	Yes
<b>Formative Assessments</b>	Yes
<b>Description</b>	NWEA and Star Reading Chapter Tests Teacher Observations Student Teacher Conferences Homework Assignments Exit Tickets Standards Based Assessments
<b>Progress Monitoring</b>	Yes
<b>Description</b>	Star, NWEA, and teacher created probes Accelerated Reader Raz Kids Pre/Post Testing
<b>ISTEP + Summative</b>	Yes
<b>Description</b>	ISTEP NWEA CogAT
<b>Grade Level Mid-Year Goals</b>	Used Star Reading and NWEA benchmark goals
<b>Grade Level End-Year Goals</b>	Used Star Reading and NWEA benchmark goals
<b>Diagnostic Tools</b>	Yes
<b>Description</b>	Star Reading, NWEA, and diagnostic testing through our school psych with the RtI process. CogAT

<b>Grade</b>	Fifth
<b>Previous Year Goal Met</b>	Yes
<b>Formative Assessments</b>	Yes
<b>Description</b>	NWEA and Star Reading Chapter Tests Teacher Observations Teacher/Student Conferences Homework Assignments Exit Tickets
<b>Progress Monitoring</b>	Yes
<b>Description</b>	Teacher created probes and exit tickets Star Reading NWEA Raz Reading Accelerated Reading Pre/Post Tests (teacher created)
<b>ISTEP + Summative</b>	Yes
<b>Description</b>	ISTEP and NWEA Writing Prompts CogAT
<b>Grade Level Mid-Year Goals</b>	Use NWEA and Star benchmark goals
<b>Grade Level End-Year Goals</b>	Use NWEA and Star benchmark goals
<b>Diagnostic Tools</b>	Yes

<b>Description</b>	We use STAR Reading, NWEA, and diagnostic testing through our school psych through the RtI process. CogAT
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## Professional Development

<b>Core Reading Program Professional Development</b>
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The staff at Sharon Elementary School continue to implement, attend PD, and collaborate on DIBELS, TRC, NWEA, Active Learning, Academic Rigor, Growth Mindset, Text Complexity, Curriculum Mapping, Reading Assessments, Reading Interventions, Active Learning, and other Best Instructional Practices. We have staff members attend Smekens Workshops, Strobel Conferences and visit with other schools or teachers who have embraced the increased college and career readiness standards and who have been successful with their implementation.

<b>Reading Intervention Professional Development</b>
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The staff at Sharon Elementary School continue to implement, attend PD, and collaborate on DIBELS, TRC, NWEA, Academic Rigor, Growth Mindset, Text Complexity, Curriculum Mapping, Reading Assessments, Reading Interventions, Active Learning, and other Best Instructional Practices. We have staff members attend Smekens Workshops, Strobel Conferences and visit with other schools or teachers who have embraced the increased college and career readiness standards and who have been successful with their implementation.

<b>Reading Assessment Professional Development</b>
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The staff at Sharon Elementary School continue to implement, attend PD, and collaborate on DIBELS, TRC, NWEA, Academic Rigor, Growth Mindset, Text Complexity, Curriculum Mapping, Reading Assessments, Reading Interventions, Active Learning, and other Best Instructional Practices. We have staff members attend Smekens Workshops, Strobel Conferences and visit with other schools or teachers who have embraced the increased college and career readiness standards and who have been successful with their implementation.

Our grade level teams meet weekly at grade level and 3 times a year to discuss benchmark assessments and data.

## Parent/Guardian Communication

At Sharon Elementary, we communicate with parents using the following tools: Remind App, midterms, NWEA/DIBELS/TRC reports, STAR Reading reports, newsletters, school website and social media, home visits, parent phone calls, parent conferences, RtI meetings, Family Reading Nights, and through Classroom Do Jo

## Remediation Structure

<b>Number of Students</b>	7
<b>Instruction</b>	Classroom Teacher, Instructional Assistants or Paraprofessionals, Title I Instructor, EL Instructor, Special Education Teacher, Reading Coach, Other (Summer School Teacher)
<b>Format</b>	After School Remediation, During the school day outside the 90 minutes, Summer School
<b>Frequency</b>	Four times a week for
<b>Days</b>	4
<b>Duration</b>	30 minutes a day
<b>Curriculum Used</b>	DIBELS/TRC, NWEA, Read Theory, Florida Reading Research materials, Burst, Star Reading, AR, RAZ Kids, Y Read, and other scientifically research based interventions.