

2023-2024 Elementary School Reading Plan: Public Schools

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School Name and Number 4361 Nathan Hale Elementary School

Members of the
Reading Leadership
Team

Team Members Full Name	Job Position
Julie Pearson	Principal
Heather Hobson	Interventionist
Andrea Greene	MTSS/RTI Specialist
Liz Prieboy	Reading Specialist
Bridget Favela McCullough	Other

Describe measurable student achievement goals for each grade level.

Fountas & Pinnell BAS End of Year

K Level D
1 Level J
2 Level M
3 Level P
4 Level S
5 Level V

NWEA End of Year

K Reading 158

1 Reading 177

2 Reading 189

3 Reading 199

4 Reading 206

5 Reading 212

NWEA Reading 158

NWEA Reading 177

NWEA Reading 189

NWEA Reading 199

NWEA Reading 206

NWEA Reading 212

3rd Grade IREAD 3 Proficiency

85%

ILEARN English/Language Arts

3rd grade 65%

4th Grade 61%

5th Grade 60%

I certify the school
uses a research-
based core reading
program that
includes all five
components of
scientifically-based
reading, including
the following:
phonemic
awareness, phonics,
fluency, vocabulary,
and comprehension?

Yes

I certify all students
in kindergarten
through third grade
receive a dedicated,
uninterrupted
minimum ninety
(90) minute block of
time daily.

Yes

Assessment Name	Scientifically- based Reading Components Measured	Details of the manner in which the school plans to use formative and
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		summative assessments
NWEA	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Students are assessed in the Fall, Winter, and Spring. All K-5 students keep their own data cards so they can monitor their own growth and progress throughout the year. We also do this with other assessment data, including classroom summative assessments like the phonics inventory. Teachers have regular meetings with students to discuss their data and make goals based on it.
Phonics Inventory Assessment	Phonemic Awareness Phonics Fluency	Students are assessed at the end of each quarter. All K-5 students keep their own data cards so they can monitor their own growth and progress throughout the year. We also do this with other assessment data, including classroom summative assessments like the phonics inventory. Teachers have regular meetings with students to discuss their data and make goals based on it.

Reading Running Records	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Running records are formative assessments used with children that allow the teachers to see what strategic actions students are using during their oral reading. They also allow the teachers to see error patterns which will inform future teaching decisions. It provides teachers the opportunity to look closely at each student's reading frequently and therefore provide teaching that is responsive and timely to their needs.
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List any grade 3 or higher formative and summative assessments used to monitor student progress. Please provide an overview of how the school utilizes the data from each assessment.

Assessment Name	Scientificallly-based Reading Components Measured in Relation to Content Knowledge	Details of the manner in which the school plans to use formative and summative assessments
NWEA	Vocabulary Comprehension	Students are assessed in the Fall, Winter, and Spring. All K-5 students keep their own data cards so they can monitor their own growth and progress throughout the year. We also do this with other assessment data, including classroom summative

		assessments like the phonics inventory. Teachers have regular meetings with students to discuss their data and make goals based on it.
Reading Running Records	Vocabulary Comprehension	Running records are formative assessments used with children that allow the teachers to see what strategic actions students are using during their oral reading. They also allow the teachers to see error patterns which will inform future teaching decisions. It provides teachers the opportunity to look closely at each student's reading frequently and therefore provide teaching that is responsive and timely to their needs.

I certify the school intervenes with students who have reading deficiency as determined by assessment results. Yes

I certify that if intervention occurs the student's parent or guardian is notified. This notice includes the following: a description and Yes

explanation of deficiency, proposed supplemental instruction services, strategies for parents to use to assist the student, notice that the student may be retained if the student does not achieve a passing score on the IREAD-3 assessment.

I certify if a student is retained for not achieving a passing score on the IREAD-3 assessment then the following types of remediation must be included, but are not limited to: scientifically-based reading strategies that meet the student's needs, instruction by an effective teacher as measured by student performance results, at least ninety (90) minutes of reading instruction each school day, at least one (1) of the following instructional options: tutoring before and after school, parent workshops and parent-guided home reading program, a mentor or tutor with specialized reading training and may include volunteers or school staff, extended-day programs, or

Yes

supplemental
instruction services.

I certify that all
diploma track
students take
IREAD-3 in third
grade.

Yes

Describe how
professional
development is
focused on utilizing
assessment data to
target the
measurable student
achievement goals at
each grade level.

Based on our school data, we know that students who are identified in the free and reduced lunch category underperform in both English/Language Arts and Mathematics. We also know that often the students who fall into this category start school at a disadvantage. High-SES children score significantly higher in reading and math than their low-SES peers and high-SES children also score significantly higher on social and emotional skills. With this in mind, we utilize student achievement data from NWEA, ILEARN, and school performance assessments to determine key error patterns, student use of key strategies, and progress towards mastery of the Indiana Academic Standards. Professional development activities for staff are developed to link teaching strategies to student needs based upon data analysis. Teachers will have the opportunity to collaborate on a weekly basis at grade level meetings. During collaboration, teachers will work on analyzing iLearn blueprints, revising curriculum maps aligned with these blueprints, discuss common assessments, analyze grade level formative assessments, and plan and share ideas and strategies for classroom instruction.

Describe how
professional
development is
differentiated for
teachers based on
classroom data.

In regards to literacy instruction, K-2 has more of a focus on phonemic awareness, phonics, and fluency. We are now part of the Literacy Cadre focusing on Science of Reading and we will be working with our new Literacy Coach to focus on instruction at the K-2 level. 3-5 teachers will participate in some of the PD, as we know that not all students in those grades are proficient readers and many of those strategies taught for K-2 are good for all grade levels. Also, we spend a lot of time on vertical alignment, looking at the standards and data across all grade levels to identify gaps.

Describe how
professional
development utilizes

After providing professional development on a specific area, we provide coverage for teachers to go observe model classrooms. We did this with UFLI this year. We had two sessions where we met

model classrooms within the school.

to discuss research behind UFLI, then teachers observed model classrooms, then we had a follow up to discuss what we saw.

Describe how the school uses job-embedded time for professional development and collaboration.

Each grade level has a common planning period and the third Thursday of every month, each grade level team meets during their common time, along with the social worker, the special ed teacher, the ELL teacher, and the reading interventionist to discuss data and provide PD. We also have early release every Wednesday. Students dismiss thirty minutes early and staff stays an extra 30 minutes so we get a full hour of PD time.

I certify the school has a monitoring plan to evaluate the implementation of the reading plan.

Yes

Name of authorized reading specialist trained in dyslexia

Liz Prieboy

Email of authorized reading specialist trained in dyslexia

lprieboy@scwschools.org

Universal Screener used during the 2022-2023 school year

NWEA MAP Reading Fluency Dyslexia Screener

How many students were determined to be "at risk" or "at some risk" for learning characteristics related to dyslexia during the 2022-2023 school year?

21

Dyslexia Level 1 and/or Level 2 Screener(s) used during the 2022-2023 school year

Level 1 and/or Level 2 Screener Name	Grades	Components Covered
NWEA MAP Reading Fluency Dyslexia Screener	K 1 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship Decoding

What intervention programs were used to assist students with dyslexia and/or learning characteristics related to dyslexia during the 2022-2023 school year?

UFLI Foundations & LLI

How many students received dyslexia intervention during the 2022-2023 school year? 21

How many students were identified with dyslexia during the 2022-2023 school year? 0