



2025-2026 Annual K-8 School Reading Plan

Name Erin Diehl

Job Title Instructional Coach

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Corporation or Charter Name and Number 6600 MSD North Posey Co Schools

A-M School Name and Number School is Listed in N-Z List

N-Z School Name and Number 6989 South Terrace Elementary

Grade Levels

- Kindergarten
- Grade One
- Grade Two
- Grade Three
- Grade Four
- Grade Five
- Grade Six

Reading Leadership Team Information

Team Member's Full Name	Job Position
Donna McGinness	Principal
Erin Diehl	Other
Shalane Cates	Classroom Teacher
Erin Stump	Classroom Teacher

Drew Duckworth	Classroom Teacher
Toni Wilson	Classroom Teacher
Courtney Almon	Classroom Teacher
Kristi Reynolds	Classroom Teacher
Ashey Grimes	Classroom Teacher
Amy Hallam	Classroom Teacher

Describe the job-embedded time for professional development and collaboration for teachers to support reading instruction that includes, but is not limited to, utilizing assessment data to target the measurable student achievement goals at each grade level, differentiated for teachers based on classroom data, and model classrooms.

Teachers, along with the Instructional Coach, participate in Professional Learning Communities twice a week. This bi-weekly collaborative time allows teachers to analyze assessment data, share best practices for instruction, and plan for remediation and enrichment. All K-3 teachers were provided training in UFLI. Teachers participate in two Staff Development days per school school.

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

Yes

Describe measurable student achievement goals for each grade level.

Kindergarten:

Goal 1: By the end of the school year, 90% of students will correctly identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words.

Goal 2: By the end of the school year, 100% of students will use letter-sound knowledge to accurately decode the sound of each consonant.

Grade 1:

Goal 1: By the end of the school year, 100% of students will correctly segment individual phonemes in one-syllable words.

Goal 2: By the end of the school year, 85% of students will use letter-sound knowledge to correctly decode phonetically

regular words (e.g., cat, go, black, boat, her), independent of context.

Grade 2:

Goal 1: By the end of the school year, 80% of students will use knowledge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to correctly decode two-syllable words, independent of context.

Goal 2: By the end of the school year, 85% of students who were below grade level oral reading fluency benchmark at the beginning of the school year, will reach their end of year benchmark target.

Grade 3:

Goal 1: By the end of the school year, 85% of students will understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.

Goal 2: By the end of the school year, 80% of students who were below grade level oral reading fluency benchmark at the beginning of the school year, will reach their end of year benchmark target.

Grade 4:

Goal 1: By the end of the school year, 80% of students will use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar, multisyllabic words in context.

Goal 2: By the end of the school year, 80% of students who were below grade level oral reading fluency benchmark at the beginning of the school year, will reach their end of year benchmark target.

Grade 5:

Goal 1: By the end of the school year, 75% of students will apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).

Goal 2: By the end of the school year, 80% of students who were below grade level oral reading fluency benchmark at the beginning of the school year, will reach their end of year benchmark target.

Grade 6:

Goal 1: By the end of the school year, 75% of students will use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Goal 2: By the end of the school year, 80% of students who were below grade level oral reading fluency benchmark at the beginning of the school year, will reach their end of year benchmark target.

I certify the school provides reading instruction including a core reading curriculum* aligned with the science of reading to all students in kindergarten through grade eight.

Yes

What is your core curriculum* for K-8 reading?

Wonders McGraw-Hill 2020 K-5; Study Sync-McGraw-Hill 6th

If you also utilize supplemental curricular materials, please describe below:

Heggerty: K-2
UFLI: K-2
Education to the Core: 1st & 2nd
iReady Toolbox: K-6
StoryWorks 4th & 5th
Finish Line Indiana ELA College and Career Ready: 5th & 6th
Common Lit: 6th
Rooted in Reading: 1st & 3rd

Direct link to posted curriculum requirements on school corporation or charter school's website as required by IC 20-26-5-44.2:

<https://go.boarddocs.com/in/msdnpc/Board.nsf/Public#>

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

Yes

2024-2025 Universal Screener*

i-Ready Literacy Task

How many students were administered the universal screener during the 2024-2025 school year?

Kindergarten: 51
Grade One: 60
Grade Two: 43

How many students were determined to be "at risk" or "at some risk" for learning characteristics related to dyslexia during the 2024-2025 school year at each grade level kindergarten through grade two?

Grade Level	"At Risk"	"At Some Risk"
Kindergarten	3	0
Grade One	4	3
Grade Two	0	3

List any K-2 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	Components Measured	Assessment Use Details
iReady	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	The diagnostic assessment is given 3 times a year to measure progress based on normative data. Teachers use the data as one measure to determine intervention entry and exit criteria. The data provides students with a learning path and teachers with resources to use for instruction and remediation.
IREAD	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	2nd and 3rd grade students take this summative assessment. Teachers use the data to place students in appropriate reading interventions.
Curriculum Map Common Assessments	Phonemic Awareness Phonics Vocabulary	K-2 teachers administer common assessments to measure foundational reading and writing skills. Data from the

		assessments are tracked on a learning continuum to highlight areas of proficiency and areas needing remediation.
Comprehension Formative Assessments	Phonics Vocabulary Comprehension	K-2 teachers administer weekly/bi-weekly reading comprehension assessments. These assessments are used to measure progress toward mastery of grade level standards.
Weekly Phonics (Spelling) Test	Phonics	K-2 teachers administer weekly/phonics assessments. These assessments are used to measure progress toward mastery of grade level encoding skills.

List any grade three 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 in relation to content knowledge.

Assessment Name	Components Measured	Assessment Use Details
iReady	Vocabulary Comprehension	The diagnostic assessment is given 3 times a year to measure progress based on normative data. Teachers use the data as one measure to determine intervention entry and exit criteria. The data provides students with a learning path and teachers with resources to use for instruction and remediation.
IREAD	Vocabulary Comprehension	2nd and 3rd grade students take this summative assessment.

		Teachers use the data to place students in appropriate reading interventions.
Curriculum Map Common Assessments	Vocabulary Comprehension	3-6 teachers teachers administer common assessments to measure proficiency of IDOE ELA standards.Data from the assessments are tracked on a learning continuum to highlight areas of proficiency and areas needing remediation.
iReady Standards Mastery Checks	Vocabulary Comprehension	Teachers use data from these assessments to determine which students need remediation to become proficient on grade level standards.
ILEARN Checkpoints	Vocabulary Comprehension	3-6 students take this formative assessment 3 times a year. Teachers use the data to determine IDOE ELA standard proficiency levels in order to remediate prior to the ILEARN summative assessment.
ILEARN	Vocabulary Comprehension	This 3-6 summative assessments provides teachers with end of year proficiency toward grade level standards.

I certify that all diploma track students take IREAD starting in grade two and until the student receives a passing score or enters grade seven.

Yes

I certify the school intervenes with students identified as having a deficiency in reading performance, as determined by IREAD 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 explanation of the student's identified reading deficiency, proposed supplemental instruction services, strategies for parents to assist the student, and notice that the student will be retained if they do not achieve a passing score on the IREAD assessment.

Yes

What literacy interventions will be used for grade two students who earn "At Risk" on IREAD and grade three students who "Did Not Pass" IREAD?

UFLI
Heggerty
Fluency (Helps, iReady, Achieve the Core)
Read Works-Comprehension

What literacy interventions were used in previous grades for grade two students who earn "At Risk" on IREAD in grade two and grade three students who "Did Not Pass" IREAD?

UFLI
Fluency (iReady)

What literacy interventions will be used for students in grade four and above who "Did Not Pass" IREAD until student achieves a passing score or enters grade seven?

UFLI
Heggerty
Fluency (HELPS, iReady, Achieve the Core)
Read Works-Comprehension

How many students will be served by interventions listed above due to not passing IREAD?

11

What is the cost of providing the interventions?

64351.00

I certify if a student is retained following not achieving a passing score on the IREAD assessment, then the following types of remediation must be included, but are not limited to: reading strategies aligned with the science of reading 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 supplemental instruction services.

Yes

I certify that a student who is not subject to retention requirements will be provided with additional reading instruction that is aligned with the science of reading until the student

Yes

achieves a passing score on IREAD.

I certify that pursuant to IC 20-30-7-13 the school offers summer programming for grade two students who are "at risk" and grade three students who "did not pass" IREAD and if a student attends less than 90% an individual reading plan aligned with the science of reading will be developed for the following school year.

Yes

I certify that we can meet requirements listed above as outlined in IC 20-32-8.5-2(b)(9) based on the 2024 IREAD scores.

No, we are not required to meet these requirements based on scoring above 70% during the 2024 IREAD administration.

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