

Plum Borough Elementary Title I Parent Handbook 2016 – 2017

Parent involvement is essential to the success of all our students. Plum Borough School District is committed to the belief that all children can learn and acknowledges that parents share the school's commitment to the educational success of their children.

Plum Borough School District recognizes that a child's education is a responsibility shared by the school and family and agrees that in order to educate all students effectively, the school and parents must work as knowledgeable partners.

Plum Borough School District

Title I

Parent Involvement Policy

Our goal at Plum Borough School District is to provide an academic program of the highest quality for our students. We endeavor to help all children meet proficient and advanced levels in literacy. A critical component to our students' success is the on-going support and participation of our parents/guardians. We define parent and family involvement as an on-going process that assists families to meet their basic obligation as their children's first educators, promotes clear two-way communications between home and school and supports parents as leaders and decision makers at all levels concerning the education of their children. It is our intention that this document will focus and refine our efforts in the area of parent involvement.

Communications:

- The school handbook will be published for parents on the district web site and a hard copy will be provided to parents who do not have online access.
- The school calendar is available on the district website.
- The Parent Involvement Policy, which has been developed with parent participation, will be on file in the building and will be distributed to parents as part of the Title I Parent information Packet.
- Parents will be invited to meet the Title I staff at the elementary schools' Open House evenings.
- Parents of Title I students will be invited to visit the Title I Reading Teacher's Moodle/Sapphire page periodically throughout the year.
- Parent-teacher conferences will be held in November of each school year to discuss individual assessment results and interpretation. Day and evening hours will be offered to accommodate family schedules.
- Formal assessment results will be distributed directly to parents as those results are received.
- Parents have real time access to students' grades on the district web site. In addition, Title I progress reports will be provided two times per year.
- Fall, winter, and spring individual student assessment data will be sent home on a timely basis.
- Title I letters will be sent home to all students at Regency Park Elementary, since we are a designated Title I school-wide building, explaining our program and how it will work during the RTII time.
- Parents will be notified if their child moves to or is maintained in a Tier II or Tier III group, to share progress monitoring data.

- Dates and times for parent meetings and workshops will be announced through Title I parent communication and will be displayed on the Electronic Mustang.

Parent Education/Support:

- Parent volunteers are strongly encouraged. Volunteer opportunities: classroom guest readers, field trip chaperones, PIE (Parents in Education) helpers, PTA participation and assisting in the organization of leveled libraries to support the K-6 Guided Reading model.
- Title I is included in all PTA monthly meeting agendas, where academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children throughout the year.
- The elementary Guidance Counselors will serve as liaisons to community agencies to help parents connect with needed services.
- The spring, parent workshop will include a parent planning component for the following year's Title I Program.
- Parents will be provided resources from: <http://www2.ed.gov/about/pubs/intro/index.html>. These will enable them to help their children with academics at home. Parents can also utilize the SPAC's (State Parent Advisory Council) web site, www.miu4.k12.pa.us, as a resource for improving academic achievement.
- Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare or home visit expenses to enable parents to participate in school-related meetings and training sessions.

Community Outreach:

- Plum Elementary Schools work with Plum Police via the School Resource Officer
- Plum Elementary Schools collaborate with the Plum Community Library to encourage lifelong family reading habits through participation in the Library's many quality programs including the summer reading program.
- Representatives of preschool programs operating within the district will be invited to a meeting each spring with representatives of the Title I Staff and Kindergarten program. This meeting will focus on student and curricular needs for both the preschool and kindergarten programs.
- Title I teachers will be available during Kindergarten orientation each Spring to address any concerns about reading support that parents of incoming students may have.

Feedback/Indicators:

- Grade specific Data Team meetings are held 2 x's a month to review progress and data on all students. The Title I teacher is a lead member of the building core team.
- Parent participation in Title I sponsored events will be documented.
- Parent Surveys will be administered once a year and the results will be used for ongoing program review.
- Annual review of the Parent Involvement Policy will enable the parent planning committee the opportunity for direct input in the areas of communications, community outreach, parental support, parent feedback, and home/school partnerships.

Staff Training for Successful Home/School Partnerships:

- Staff participation in Title I state workshops, intermediate unit conferences, and interdistrict collaboration will provide models of effective strategies for building and maintaining productive working relationships with families.
- E-mail communications are encouraged to support parent/teacher partnerships.

Title I Services 2016-2017

Title I is a federally-funded supplemental reading program for students showing a need for reading intervention. Supplemental reading instruction from Title I teachers is available to all students in grades K through 6 who demonstrate a need for this instruction. The Title I teachers are certified reading specialists who work closely with classroom teachers to develop appropriate interventions. In the Plum Borough School District, Title I services are provided as *Targeted Assistance* in Center Elementary, Holiday Park Elementary and Pivik Elementary Schools, while Regency Park is identified as a *Schoolwide Title I Building*.

The *School Wide Program* and *Targeted Assisted School Programs* function as part of each building's Response to Instruction and Intervention Model. Support Instruction is part of the regular education program schedule and may take place in the regular classroom or in the Title I classroom. Title I instruction may be with the reading specialist individually or in the partnership with the classroom teacher.

In a *Targeted Assistance School* candidates for the program are identified through assessments, teacher observations and recommendations. Title I teachers work with classroom teachers to provide additional reading instruction and interventions during the school day. Instruction is based on the individual needs of the students, focusing on improving reading skills.

Regency Park Elementary School is identified as a *Schoolwide Title I* building. This means that all students are considered Title I students and all teachers are Title I teachers. This allows more flexibility in use of teachers' instructional time to meet the needs of students and in the use of federal funds. This status is considered based on the percentage of low income students and the building's year-long planning and revision process on how best to improve student achievement.

The purpose of these programs is to provide additional instruction and practice in all facets of the reading process. Students in grades K – 6 are taught in educational environments that best meet their needs. Supplementary instruction may occur in small flexible groups that meet three to five times per week, one-on-one sessions,

or in the whole class setting. Parents are kept informed of their children's progress through progress reports, assessment reports, and parent conferences. Parents are also informed about the Title I Program through parent workshops, take-home information, the district website, and planning meetings. Parents are also informed of their children's progress through the electronic parent portal, which allows monitoring of their children's grades in real time. Those who do not have internet access can request hard copies of the information on a regular basis.

All parents of Title I students have the opportunity to be involved in federal programs planning. At the annual spring meeting plans, for the upcoming school year are discussed and parents can provide input into how federal funds will be used in the district's Title I and Title II projects. Parents are asked to review and assist in designing strategies for increasing parental involvement. Parents are also encouraged to partner with teachers by volunteering in their child's school and practicing reading with their children at home. Parents are also invited to attend workshops with their children to learn techniques to support their children in reading at home.

If you would like more information about Title I programs or would like to add parent input to our program, please contact Jason Knisely, Federal Programs Coordinator at 412-798-6330 or kniselyj@pbsd.k12.pa.us

PLUM BOROUGH SCHOOL DISTRICT
TITLE I READING

Dear Parent,

Your child, _____, has been selected for a reading support program that operates according to the guidelines set forth by Title I. Placement in this program is based on your child's reading ability as measured by classroom performance, various reading assessments, and teacher recommendation.

The purpose of this program is to improve the student's reading level via intensive instruction and practice in all facets of reading comprehension and word attack skills.

You will receive assessment updates and/or progress reports three times during the school year. It is recommended that you communicate with your child frequently regarding his/her progress and that you contact _____, Title I Reading Specialist, at extension _____ to schedule a conference regarding any problems or questions.

Please complete the form below to give permission for your child to participate in the Title I Program or decline services for your child. Sign the "Parent/Student/Teacher Compact if your child is going to participate and return them to school with your child as soon as possible. **The Title I Parent Handbook is available on the district website. If you would like a paper copy, please contact me.**

Sincerely,

Reading Specialist

Child's Name: _____ Date of Birth: _____

_____ I give permission for my child to participate in the Title I Reading Program.

_____ I decline the offer of Title I services for my child.

HOME ADDRESS: _____

Mother's Name: _____ Phone: _____

E-Mail: _____

Father's Name: _____ Phone: _____

E-Mail: _____

Parent/Guardian's Signature _____ Date _____

Parent/Student/ Teacher Compact

Parents, students, and Title I Staff of the Plum Borough School District are jointly committed to high quality teaching and learning experiences and agree to the following:

The Title I Reading Specialist will:

- Provide high quality instruction to enable children to meet academic standards.
- Offer parent-teacher conferences to discuss individual student progress.
- Report regularly on student progress.
- Provide reasonable opportunities to volunteer, observe, and participate in classroom activities.
- Strive to address and inform parents of the individual needs of students.
- Provide a safe, positive, and healthy learning environment.
- Communicate clear expectations for performance of students.
- Assure meaningful participation of parents, students, and classroom teachers in the decisions relating to the education of students.
- Support the school procedures, policies, and programs.

The Parent will:

- Monitor attendance and tardiness.
- Make sure that homework is completed and give feedback to the student and teacher.
- Participate in decisions relating to his/her child's education.
- Stay informed about his/her child's education.
- Support the school procedures, policies, and programs.
- Attend Open House and Title I programs.
- Encourage his/her child to engage in reading activities for a least 15 minutes every day.

The Student will:

- Treat him/herself and others with respect.
- Do his/her homework every day, ask for help when needed, and complete assignments on time.
- Make the best effort to learn.
- Give to his/her parents all notices and information from school.
- Follow school procedures, policies, and programs.

We agree to the Plum Borough Title I Program in all these areas.

Parent's Signature

Date

Student's Signature

Date

Teacher's Signature

Date

Parent Conference Dates and Options

In the Plum Borough School District parents are encouraged to keep in close contact with their child's Title I teacher as well as with other teachers. The following are options for parents when a conference is needed with their child's Title I teacher.

A – Conference Day: Each November the district provides a full-day for teachers and parents to meet and discuss their child's progress. This day will always coincide with Election Day.

B – Parents may contact their child's Title I teacher to schedule a mutually agreed upon time to discuss their child's progress.

C – A parent may schedule a telephone conference at any time to discuss their child with the Title I teacher.

D – A parent may wish to schedule a joint conference to meet with their child's Title I teacher and the classroom teacher simultaneously to discuss their child's progress.

E – Title I Reading Specialists may contact parents to schedule a conference on an as needed basis throughout the year. Some of these conferences may be a joint conference with the classroom teacher and other staff members directly involved with the student's reading instruction.

Kindergarten Intervention Program

Title I Intervention provided at the Kindergarten level consists of small group and individual instruction to promote Early Literacy Development. Students are identified by the Reading Specialist for intervention through the use of assessment tools such as DIBELS Next, Fox in the Box, and other phonological and alphabetic screenings. Flexible groupings of students are adjusted based upon individual student needs throughout the year.

Identified students work with the Title I teacher on developing phonological awareness through rhyming activities, practice in segmenting, blending and deletion of phonemes; and exposure to rich, quality literature. Students build an understanding of the alphabetic principle by engaging in explicit, age-appropriate activities that follow the Pennsylvania Academic Standards. Guided Reading experiences that supplement and enhance our district's Literacy program are provided at the Kindergarten level by the Title I teacher. Technology is integrated into daily instructional practices.

Materials available for Title I instruction may include:

Fundations – An integrated systematic word study, spelling and handwriting curriculum by Wilson Language Basics.

The Fountas & Pinnell Leveled Literacy Intervention System(LLI)- A small-group, supplementary literacy intervention program designed to provide powerful small-group instruction. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing.

GRADE 1 INTERVENTION PROGRAM

First Grade students enter the Title I program based on teacher recommendation, classroom performance, and district assessment scores. Tests include the STAR Reading, DIBELS Next, and both a sight word and decodable word list. These tests are administered in the fall, winter and spring each year. The STAR test is given on the computer in January and measures comprehension, instructional level and independent reading range. The DIBELS Next assessment measures letter name and sound awareness, nonsense word reading fluency, oral reading fluency, and ability to retell a passage read.

The class consists of small reading groups working on decoding and comprehension strategies in conjunction with the skills being taught in the classroom. The class meets at a regularly scheduled time in agreement with the classroom teacher and reading specialist.

Materials available for Title I instruction may include:

Fundations – An integrated systematic word study, spelling and handwriting curriculum by Wilson Language Basics.

The Fountas & Pinnell Leveled Literacy Intervention System(LLI)-A small-group, supplementary literacy intervention program designed to provide powerful small-group instruction. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing.

Accelerated Reader – a computer program that tests students on selected fiction and non-fiction texts they read independently or from the basal reader read in class.

GRADE 2 INTERVENTION PROGRAM

Second Grade students enter the Title I program based on teacher recommendation, classroom performance, and district assessment scores. Tests include the STAR Reading, and DIBELS Next. These tests are administered in the fall, winter and spring each year. The STAR test is given on the computer and measures comprehension, instructional level and independent reading range. The DIBELS Next assessment measures nonsense word reading fluency, oral reading fluency, and ability to retell a passage read.

The class consists of small reading groups working on decoding and comprehension strategies in conjunction with the skills being taught in the classroom. The class meets at a regularly scheduled time in agreement with the classroom teacher and reading specialist.

Materials available for Title I instruction may include:

Journeys Intervention Components – Materials that are aligned with the regular reading program which are designed specifically for students requiring supplemental instruction

Leveled Readers – a collection of fiction and nonfiction books written on the student's independent level to strengthen reading skills.

Accelerated Reader – a computer program that tests students on selected fiction and non-fiction texts they read independently or from the basal reader read in class.

Foundations – An integrated systematic word study, spelling and handwriting curriculum by Wilson Language Basics.

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) - A small-group, supplementary literacy intervention program designed to provide powerful small-group instruction. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing.

GRADE 3 INTERVENTION PROGRAM

Third grade students are identified for the Title 1 Reading Program by teacher recommendation, classroom performance and district assessment test scores. Tests include the STAR Reading and DIBELS Next test given in the fall, winter and spring. The STAR test is a computer adaptive program given individually and measures comprehension and reading level. The DIBELS Next assessment measures oral reading fluency and oral retell.

The class consists of small groups being instructed on fluency and comprehension strategies. The class meets on a regular schedule that is agreed upon by the third grade teachers and the Title 1 reading specialist.

Materials available for Title I instruction may include:

Journeys Intervention Components – Materials that are aligned with the regular reading program which are designed specifically for students requiring supplemental instruction

Leveled books - a collection of fiction and nonfiction books written on the student's independent reading level to build various reading skills.

Accelerated Reader - a computer program that quizzes students on classroom taught books and self-selected books.

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) - A small-group, supplementary literacy intervention program designed to provide powerful small-group instruction. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing.

GRADE 4 INTERVENTION PROGRAM

Fourth grade students enter the Title I program based on teacher recommendation, classroom performance, STAR, DIBELS Next and PSSA scores. The district tests are administered in the fall and winter each year. The PSSA is administered in the spring.

The class consists of small reading groups working on fluency and comprehension strategies in conjunction with the skills being taught in the classroom. The class meets at a regularly scheduled time in agreement with the classroom teacher and reading specialist.

Materials available for Title I instruction may include:

Journeys Intervention Components – Materials that are aligned with the regular reading program which are designed specifically for students requiring supplemental instruction

Leveled Readers – a collection of fiction and nonfiction books written on the student's independent level to strengthen reading skills.

Accelerated Reader – a computer program that tests students on selected fiction and non-fiction texts they read independently or from the basal reader read in class.

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) - A small-group, supplementary literacy intervention program designed to provide powerful small-group instruction. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing.

GRADES 5 & 6 INTERVENTION PROGRAM

Fifth grade students enter the Title I reading and/or math program based on teacher recommendation, classroom performance, STAR, DIBELS Next and PSSA scores. The district tests are administered in the fall and winter each year. The PSSA is administered in the spring.

Students in this class will work with the Leveled Literacy Intervention. This program consists of vocabulary, fluency, comprehension and writing skills. These lessons are planned to enhance your children's reading skills.

Journeys Intervention Components – Materials that are aligned with the regular reading program which are designed specifically for students requiring supplemental instruction

Leveled Readers – a collection of fiction and nonfiction books written on the student's independent level to strengthen reading skills.

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) - A small-group, supplementary literacy intervention program designed to provide powerful small-group instruction. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing.

Title I Schoolwide Project

Regency Park Elementary School has now qualified as a schoolwide Title I Project. This means that all students are considered Title I students and all teachers are Title I teachers. This allows more flexibility in use of teachers' instructional time to meet the needs of students and in the use of federal funds. This status was granted based on the percentage of low income students and the building's year long planning process on how best to improve student achievement, even though Regency Park has achieved adequate yearly progress every year.

The school wide project functions as part of the building's Response to Instruction and Intervention Model. Instruction is part of the regular education program and may take place in the regular classroom or in the Title I classroom. Title I instruction may be with the reading specialist or the classroom teacher working in partnership. Since all students are now eligible for Title I services, it is no longer necessary to identify individual students as receiving Title I services. However, parents are informed of their children's progress through the electronic parent portal to monitor their children's grades in real time. This will continue to be available to all parents. Those who do not have internet access can request hard copies of the information on a regular basis. The Title I Reading Specialist and the school-based intervention teacher will participate with classroom teachers in individual parent conferences for Tier II students in the fall and spring. Parents will be provided with the results of Tier II assessments electronically and/or written form once each grading period. Parents will also have access to their children's teachers' MOODLE/Sapphire pages for classroom assignments, rubrics, expectations, and communication. This is available on a daily basis. Communication of individual progress will also be evaluated through parent surveys.

Title I Assessment Descriptors

Listed below are assessments used in the primary grades with a definition of each assessment. Students who do not meet the benchmarks are considered in need of additional small group instruction in that particular skill area. The benchmark scores for each grade level's subtests are listed on the "Title I Assessment Report" pages at the end of the Parent Handbook.

DIBELS Assessments

The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments are designed to assess the Big Ideas in Reading. They are intended to be short fluency measures used to regularly monitor the development of early literacy and early reading skills. These research-based measures are linked to one another and predictive of later reading proficiency.

STAR READING

The STAR READING assessment is a computerized test administered individually to students. The STAR READING scores represent how students performed on a test compared with the performance of a nationally representative sample of students. These assessments will give a grade equivalent score, an instructional reading level, a norm curve equivalent, percentile rank, scaled score and zone of proximal development. The STAR READING assessment is given to all students in second through sixth grade three times per year and to first grade students at the mid-year and end of the year.

Fox in the Box Assessments

Fox in the Box assessments are given to kindergarten students three times per year. The assessment consists of capital and lowercase letter identification in kindergarten as well as letter sound identification and vowel recognition. This assessment gives teachers information on which specific skills to continue to address in their instruction.

Phonemic Awareness Tests

In addition to the DIBELS assessment, there are various assessments that are available to give periodically throughout the school year to any primary student. Assessments such as the PAST (Phonological Awareness Skills Test) give the teacher data on how well students are mastering phonemic awareness skills that are vital to beginning readers.

2016 - 2017 Title I Assessment Report Kindergarten

Title I Student: _____

Fall Assessment Profile

DIBELS First Sound Fluency B=23	DIBELS Letter Naming B=29	FOX Upper Case Name N/26	FOX Lower Case Name N/26	FOX Letter Sounds N/26

Mid-Year Assessment Profile

DIBELS First Sound Fluency B=52	DIBELS Letter Naming B=52	DIBELS Phonem e Segme nting B=51	DIBELS Nonsen se Word Fluency Correct Letter Sounds B=34	FOX Upper Case Name N/26	FOX Lower Case Name N/26	FOX Letter Sounds N/26	FOX Vowels N/5

Spring (Year End) Assessment Profile

DIBELS Letter Naming B= 62	DIBELS Phoneme Segmenting B=51	DIBELS Nonsense Words Correct Letter Sounds B=44	DIBELS Nonsense Word Fluency Whole Words Read B=7	FOX Alpha Name/Sound 52/26	FOX Vowel N/5	MGH Decode Words N/24	MGH Sight Words N/40

KEY:

B – Refers to the Benchmark level. It is the minimum score for adequate progress.

S – Means a need for Strategic Instruction is indicated.

I – Means a need for Intensive Instruction is indicated

2016 - 2017 Title I Assessment Report Grade 1

Title I Student: _____

Student Fall Assessment Profile

DIBELS Letter Name Fluency B= 58	DIBELS Nonsense Word Fluency B=42	DIBELS Nonsense Word Fluency Whole Words Read B=7	FOX Letter Name N/52	FOX Letter Sound N/26	FOX Vowels N/5	K-Sight Words N/40	K-Decode Words N/24

Mid-Year Assessment Profile

DIBELS Nonsense Word Fluency Correct Letter Sounds B=70	DIBELS Nonsense Word Fluency Whole Words Read B=21	DIBELS Oral Reading Fluency Words Read Correctly *B=34	DIBELS Oral Reading Fluency Accuracy B=86	STAR Reading Grade Equivalency B=1.4

Spring (Year End) Assessment Profile

DIBELS Nonsense Word Fluency Correct Letter Sounds B=96	DIBELS Nonsense Word Fluency Whole Words Read B=30	DIBELS Oral Reading Fluency Words Read Correctly B=69	DIBELS Oral Reading Fluency Accuracy B=98	STAR Reading Grade Equivalency B=1.8

KEY:

B – Refers to the Benchmark level. It is the minimum score for adequate progress.

S – Means a need for Strategic Instruction is indicated.

I – Means a need for Intensive Instruction is indicated.

2016 - 2017 Title I Assessment Report Grade 2

Title I Student: _____

Fall Assessment Profile

DIBELS Nonsense Word Fluency Correct Letter Sounds B= 74	DIBELS Nonsense Word Fluency Whole Words Read B=22	DIBELS Oral Reading Fluency Words Read Correctly B=80	DIBELS Oral Reading Fluency Accuracy B=99	STAR Reading Grade Equivalency *B=2.0

Mid-Year Assessment Profile

DIBELS Oral Reading Fluency Words Read Correctly B=100	DIBELS Oral Reading Fluency Accuracy B=99	STAR Reading Grade Equivalency *B=2.5

Spring (Year End) Assessment Profile

DIBELS Oral Reading Fluency Words Read Correctly B=111	DIBELS Oral Reading Fluency Accuracy B=99	STAR Reading Grade Equivalency *B=2.9

KEY:

B – Refers to the Benchmark level. It is the minimum score for adequate progress.

S – Means a need for Strategic Instruction is indicated.

I – Means a need for Intensive Instruction is indicated.

2016 - 2017 Title I Assessment Report Grade 3

Title I Student: _____

Fall Assessment Profile

DIBELS Oral Reading Fluency Words Read Correctly B=97	DIBELS Oral Reading Fluency Accuracy B=99	DIBELS Daze B=14	STAR Reading Grade Equivalency *B=3.0

Mid-Year Assessment Profile

DIBELS Oral Reading Fluency Words Read Correctly B=115	DIBELS Oral Reading Fluency Accuracy B=99	DIBELS Daze B=21	STAR Reading Grade Equivalency *B=3.5

Spring (Year End) Assessment Profile

DIBELS Oral Reading Fluency Words Read Correctly B=123	DIBELS Oral Reading Fluency Accuracy B=99	DIBELS Daze B=26	STAR Reading Grade Equivalency *B=3.9

KEY:

- B – Refers to the Benchmark level. It is the minimum score for adequate progress.**
- S – Means a need for Strategic Instruction is indicated.**
- I – Means a need for Intensive Instruction is indicated.**

2016-2017 Title I Assessment Report Grade 4 - 6

Title I Student: _____ Grade: _____

Fall Assessment Profile

<p style="text-align: center;">STAR Reading Grade Equivalency Gr.4 B=4.0 Gr.5 B =5.0 Gr. 6 B=6.0</p>	<p style="text-align: center;">REWARDS Word Parts Gr.4 B=70% Gr.5 & 6 B=80%</p>	<p style="text-align: center;">REWARDS Whole Words Gr.4 B=50% Gr. 5&6 B=70%</p>	<p style="text-align: center;">DIBELS Oral Reading Fluency Words Read Correctly Gr. 4 B=111 Gr. 5 B=132 Gr. 6 B=150</p>	<p style="text-align: center;">DIBELS Oral Reading Fluency Accuracy Gr. 4 B=99 Gr. 5 B=99 Gr. 6 B=99</p>	<p style="text-align: center;">DIBELS Daze Gr. 4 B=20 Gr. 5 B=21 Gr. 6 B=23</p>

Mid-Year Assessment Profile

<p style="text-align: center;">STAR Reading Grade Equivalency Gr. 4 B=4.5 Gr. 5 B=5.5 Gr. 6 B = 6.5</p>	<p style="text-align: center;">REWARDS Word Parts Gr. 4 B=80% Grs. 5 & 6 B=90%</p>	<p style="text-align: center;">REWARDS Whole Words Gr. 4 B=70% Grs. 5 & 6 B=80%</p>	<p style="text-align: center;">DIBELS Oral Reading Fluency Words Read Correctly Gr. 4 B=130 Gr. 5 B=150 Gr. 6 B=151</p>	<p style="text-align: center;">DIBELS Oral Reading Fluency Accuracy Gr. 4 B=99 Gr. 5 B=99 Gr. 6 B=99</p>	<p style="text-align: center;">DIBELS Daze Gr. 4 B=23 Gr. 5 B=25 Gr. 6 B=31</p>

Spring (Year End) Assessment Profile

<p style="text-align: center;">STAR Reading Grade Equivalency Gr. 4 B=4.9 Gr. 5 B=5.9 Gr. 6 B=6.9</p>	<p style="text-align: center;">REWARDS Word Parts Grs. 4 - 6 B=80%</p>	<p style="text-align: center;">REWARDS Whole Words Gr. 4 B=70% Grs. 5 & 6 B=80%</p>	<p style="text-align: center;">DIBELS Oral Reading Fluency Words Read Correctly Gr. 4 B=144 Gr. 5 B=155 Gr. 6 B=162</p>	<p style="text-align: center;">DIBELS Oral Reading Fluency Accuracy Gr. 4 B=99 Gr. 5 B=99 Gr. 6 B=99</p>	<p style="text-align: center;">DIBELS Daze Gr. 4 B=31 Gr. 5 B=32 Gr. 6 B=31</p>

KEY:

B – Refers to the Benchmark level. It is the minimum score for adequate progress.

S – Means a need for Strategic Instruction is indicated.

I – Means a need for Intensive Instruction is indicated.

