

2026-2027 Annual K-8 School Reading Plan

Name Stephany Carr

Job Title School Principal

Email carrs@paoli.k12.in.us

Corporation or Charter Name and Number 6155 Paoli Community School Corp

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

N-Z School Name and Number 6587 Throop Elementary School

Grade Levels in School

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

Reading Leadership Team Information  Hidden to protect your privacy

Describe planned job-embedded time for professional development outlined above

Teachers engage in collaborative data conversations weekly with the literacy coach as well as PLCs. During these meetings, teachers and the literacy coach examine progress monitoring data as well as universal data from DIBELS 8 and other formative assessments such as IREADY, ILEARN checkpoints and weekly classroom assessments. Collaborative data conversations also include looking at IREAD and ILEARN summative assessments. Data is also shared, analyzed and discussed during professional

learning communities.

Professional Development on ELA curriculum mapping and alignment and 3-6 ILEARN checkpoint alignment.

Professional Development and planned collaboration for a school-wide writing program lead by grade-level leaders. This will include modeling, one to one collaboration, creation of rubrics, exemplar documents, graphic organizers, and resources from the IDOE frameworks.

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

Yes

Measurable student achievement goals for each grade level

Measurable Student Achievement Goal

Grade Level

80% of kindergarten students are at/beyond proficiency in phonemic segmentation fluency and letter naming fluency.

80% of 1st grade students are at/beyond proficiency in phonemic segmentation fluency and correct letter sounds.

80% of 2nd grade students are at/beyond proficiency in correct letter sounds and oral reading fluency.

80% of third grade students are at/beyond proficiency in Oral reading fluency and show 95% proficiency on the IREAD assessment.

For grades 4, 5, and 6, a baseline score will be established after ILEARN ELA checkpoint 1. An increase of 5 percentage points for at/above proficiency for checkpoints 2-3 and at least 50% of students in the "below" category demonstrate growth toward proficiency. By spring 2027, on the Spring ELA ILEARN summative assessment, at least 60% of the students identified as below proficiency at checkpoint 1 will demonstrate measurable growth.

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

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?

 Hidden to protect your privacy

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

UFLI Foundations (Phonics)
Heggerty (PA)
IREADY Lessons (K-2)
IXL Lessons (HA, 3-6)

Provide a direct link to where the curriculum is posted to comply with curriculum requirements on school corporation or charter school's website as required by IC 20-26-5-44.2: <https://throop.paoli.k12.in.us/>

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

Yes

Universal Screener utilized in 2025-2026

Amplify mCLASS with DIBELS, 8th Edition

I certify all students kindergarten through grade two were administered the universal screener.

 Hidden to protect your privacy

How many students were administered the universal screener during the 2025-2026 school year?

Kindergarten: 92
Grade One: 90
Grade Two: 95

How many students were determined to be "at risk" or "at some risk" for not reaching reading proficiency based on universal screening data during the 2025-2026 school year in grades kindergarten through grade two?

Grade Level	"At Risk"	"At Some Risk"
Kindergarten	20	9
Grade One	15	5
	21	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
DIBELS 8	Phonemic Awareness Phonics Fluency Comprehension	DIBELS is our universal screener for dyslexia. We give 3 benchmark assessments a year. We progress monitor weekly and bi-weekly according to the data.
Wonders	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Bi-weekly classroom assessments
IREADY	Phonemic Awareness Phonics Vocabulary Comprehension	Three benchmark assessments per year. Progress monitoring is administered as needed according to the data.

IREAD-3

Phonemic
Awareness
Phonics
Vocabulary
Comprehension

Administered in the spring
and summer. Intervention is
given according to the on
track and at-risk data.

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

Wonders

Vocabulary
Comprehension

Bi-weekly assessments are
given. Teachers adjust and
differentiate instruction
according to the needs and
strengths shown on bi-
weekly assessments.

ILEARN
Summative and
checkpoint

Vocabulary
Comprehension

Teachers use data from
these assessments to check
for proficiency within their
grade level standards.

IXL

Vocabulary
Comprehension

Three benchmark
assessments per year.
Progress monitoring is
administered as needed
according to the data.

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 when
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?

All 2nd and 3rd grade students who earn at risk or DNP on IRead
receive intensive intervention services by the reading
interventionists during their WIN time. At risk and DNP students will
also be given IREAD intervention during the summer school
remediation program.

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?

Students who received at risk or DNP on IREAD received foundational remediation instruction with UFLI phonics lessons, phonological awareness instruction from the IDOE frameworks, vocabulary instruction from the IDOE frameworks, and comprehension lessons focusing on main idea, details, inferencing, summarizing, and characterization.

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?

In addition to the 90-minute reading block, students in grade four and above who DNP IREAD will receive an individualized reading plan. The reading plan will include 30 minutes a day during WIN time of foundational remediation instruction based on the Science of Reading.

What is the cost of providing the interventions?

10152.75

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

 Hidden to protect your privacy

I certify the types of remediation outlined above for any student who did not achieve a passing score on the IREAD assessment and is retained will be utilized.

Yes

I certify that if a student qualifies for a good cause exemption and is not subject to retention requirements will be provided with additional reading instruction that is aligned with the science of reading until the student achieves a passing score on IREAD.

Yes

I certify 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 2025 IREAD scores.

No, we are not required to meet these requirements based on scoring above 70% during the 2025 IREAD administration.