

## Terminal Park Elementary First Grade LAP Student Learning Plan

Student Name: \_\_\_\_\_  
 \_\_\_\_\_  
 School Year: 2015-16 Classroom Teacher: \_\_\_\_\_

Assessment Results			
DIBELS : NWF	Student Score	DIBELS ORF & Accuracy:	Student Score
Fall – sounds/words		Fall	N/A
Winter – sounds/words		Winter	
Spring – sounds/words		Spring	

Reading Achievement Goals	
<input checked="" type="checkbox"/>	Fluency: Students are expected to read grade level material. The end of year goals using the DIBELS assessment are: <ul style="list-style-type: none"> <li>Kindergarten: 40 letter names (LNF) and 28 sounds in a minute (NWF).</li> <li><b>1<sup>st</sup> Grade: 58 sounds/13 nonsense words (NWF) in minute and 47 words per minute (wpm) on an end of grade level passage.</b></li> <li>2<sup>nd</sup> Grade: 90-100 words per minute (wpm) on an end of grade level passage.</li> <li>3<sup>rd</sup> Grade: 110-120 words per minute (wpm) on an end of grade level passage.</li> <li>4<sup>th</sup> Grade: 115-125 words per minute (wpm) on an end of grade level passage.</li> <li>5<sup>th</sup> Grade: 125-135 words per minute (wpm) on an end of grade level passage.</li> </ul>
<input checked="" type="checkbox"/>	Phonics: Students are expected to apply word recognition skills and strategies.
<input checked="" type="checkbox"/>	Vocabulary: Students are expected to learn, understand, and apply new words.
<input checked="" type="checkbox"/>	Comprehension: Students are expected to understand the meaning of text.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Email: \_\_\_\_\_

Plan Reviews and Adjustments: Timeline		Plan Reviews and Adjustments: Communication Plan	
Learning Plan Developed	October	<input type="checkbox"/> Open House <input checked="" type="checkbox"/> Sent home with child	<input type="checkbox"/> Phone/e-mail contact <input type="checkbox"/> Mailed home
1 <sup>st</sup> Trimester Report	November	<input checked="" type="checkbox"/> Parent conference <input type="checkbox"/> Sent home with child	<input type="checkbox"/> Phone/e-mail contact <input type="checkbox"/> Mailed home
2 <sup>nd</sup> Trimester Report	March	<input type="checkbox"/> Parent conference <input checked="" type="checkbox"/> Sent home with child	<input type="checkbox"/> Phone/e-mail contact <input type="checkbox"/> Mailed home
End of Year Report	June	<input type="checkbox"/> Parent conference <input checked="" type="checkbox"/> Sent home with child	<input type="checkbox"/> Phone/e-mail contact <input type="checkbox"/> Mailed home

**Reading**

**Specialist:**

Jesslyn Kuzaro

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phone: (253) 931-4978

Dear Parents and/or Guardians:

Terminal Park Elementary School and the LAP program recognize that children have successful educational experiences when parents and teachers work together to assist and support the children in their academic endeavors. The following are ways that the LAP program works in partnership with the parents to promote the educational success of the students.

How was my child selected for the program?

All students are given the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) which provides comprehensive information about your child's reading ability. Students are then rank ordered by ability level utilizing the DIBELS score and teacher recommendation. Students who are selected for reading will receive an additional 45 minutes of reading instruction five days a week.

Communication/School Climate: Communication is a key element in the building of the parent/school partnership. In the fall, this letter is sent to all parents of Terminal Park students. At this time, parents are asked to commit to ways they will be able to help their children at home. Throughout the course of the year newsletters, telephone calls, e-mail, LAP progress reports, and conferences are provided to ensure school/parent communication.

Parent Education: Parenting requires continuing support to assist children's educational needs. The monthly newsletter contains a section with suggestions for assisting their children in a variety of ways. Parent conferences also allow the time for parents to receive assistance in how to support their children's learning.

Involvement in School: Parent involvement is encouraged. The LAP program has an open-door policy. Parents are welcome to come and observe their children work in the program. To help enhance this involvement, the LAP department is open for visitation during parent conference week. Feel free to stop by and see first hand what kinds of things your children are learning at school and how you can support this at home.

Learning at Home: TheLAP program encourages students to practice reading and math skills at home with the help of their parents. Teachers send homework that supports the reading and math curriculum.

Extended Learning Opportunities: Students in Kindergarten through fifth grade may have the opportunity for learning beyond their regular school day.

Parent Input: All parents will have an opportunity to indicate activities that they feel would be helpful to them in helping their children at home. At the end of the year, parents are surveyed to evaluate the activities provided.

The LAP department asks for your cooperation in filling out the attached form and returning it to the LAP program. Please feel free to stop by, email, or call me if you have any questions. I can be reached at [jkuzaro@auburn.wednet.edu](mailto:jkuzaro@auburn.wednet.edu) or at 253-931-4978.

**Terminal Park Elementary  
LAP-Learning Assistance Program  
Parent/Student/School Compact**  
Working together to foster reading growth by:  
**(Please check those that apply.)**

**Parent:**

- \_\_\_\_\_ Reading to my child regularly.
- \_\_\_\_\_ Regularly listening to my child read.
- \_\_\_\_\_ Helping my child with reading skills.
- \_\_\_\_\_ Reading parent newsletters.
- \_\_\_\_\_ Encourage participation in the school reading program.

\_\_\_\_\_  
*Signature of Parent or Guardian*

**Student:**

- \_\_\_\_\_ Participating in class.
- \_\_\_\_\_ Regularly completing homework.
- \_\_\_\_\_ Reading daily at home.
- \_\_\_\_\_ Participating in the school's reading program.

\_\_\_\_\_  
*Signature of Student*

**Reading Teacher:**

- \_\_\_\_\_ Providing meaningful and appropriate activities.
- \_\_\_\_\_ Maintaining open lines of communication.
- \_\_\_\_\_ Providing opportunities for parent involvement.
- \_\_\_\_\_ Developing a student learning plan to foster reading growth.
- \_\_\_\_\_ Providing Trimester Reports indicating student progress.

\_\_\_\_\_  
*Signature of Teacher*

