

2024-2025 Elementary School Reading Plan: Public Schools

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Job Title	Assistant Principal												
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Phone Number	812-273-8528												
Corporation Name and Number	3995 Madison Consolidated Schools												
School Name and Number	3333 Anderson Elementary School												
Reading Leadership Team Information	<table><tr><th>Team Members Full Name</th><th>Job Position</th></tr><tr><td>Jessie Zurat</td><td>Dyslexia Specialist</td></tr><tr><td>Lydia Reardon</td><td>Other</td></tr><tr><td>Melissa Ommen</td><td>Classroom Teacher</td></tr><tr><td>Onita Stephan</td><td>Interventionist</td></tr><tr><td>Adam Jones</td><td>Assistant Principal</td></tr></table>	Team Members Full Name	Job Position	Jessie Zurat	Dyslexia Specialist	Lydia Reardon	Other	Melissa Ommen	Classroom Teacher	Onita Stephan	Interventionist	Adam Jones	Assistant Principal
Team Members Full Name	Job Position												
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Onita Stephan	Interventionist												
Adam Jones	Assistant Principal												
Describe measurable student achievement goals for each grade level.	<p>K-2 All students will increase their NWEA scores from BOY to EOY.</p> <p>3-4 In grades 3 and 4, the goal is for 80% of students will receive proficiency on ILEARN Checkpoints and ILEARN Summative.</p>												
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												
What is your research-based, core reading program?	Benchmark Advance												
I certify all students in kindergarten through third grade receive a dedicated,	Yes												

uninterrupted  
minimum ninety  
(90) minute  
block of time  
daily.

Link to school  
corporation  
webpage as  
required by IC  
20-26-5-44.2:

<https://www.madison.k12.in.us/>

Assessment Name	Components Measured	Assessment Use Details
ESGI (K)	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.
NWEA	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.
Benchmark	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.
Dibels 8	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.

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.

Assessment Name	Components Measured	Assessment Use Details
ILEARN Checkpoints	Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.
IREAD	Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.
ILEARN	Vocabulary Comprehension	Students use their data, set goals

		with teacher, then are progress monitored via assessment tools.
Benchmark	Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.
Dibels 8	Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.

I certify the school intervenes with students identified as having a deficiency in reading performance, as determined by IREAD-3 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 may be retained if they do not achieve a passing score

Yes

on the IREAD-3  
assessment.\*

I certify if a  
student is  
retained  
following 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)        Yes  
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.\*

I certify that all        Yes  
diploma track  
students take

IREAD-3 in third grade.

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.

Teacher teams use Dibels, ILEARN Checkpoints, and Benchmark to discuss interventions with students. They also meet weekly to monitor the assessment data and identify groups for reteaching. Professional development is also provided by the Literacy Coaches through the Literacy Cadre.

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

Yes

Name Onita Stephan  
Email [ostephan@madison.k12.in.us](mailto:ostephan@madison.k12.in.us)

Approved Program Training for Specialist Orton-Gillingham Online Academy

Universal Screener (Used 2023-2024) mCLASS with DIBELS, 8th Edition

How many students were determined to be "at risk" or "at some risk" for learning characteristics related to dyslexia during the 2023-2024 school year?

153

Dyslexia Level 1 and/or Level 2 Screener(s) used during the 2023-2024 school year

MA Rooney Foundation Level 1 Screeners

How many students received dyslexia intervention during the 2023-2024 school year?

151

What intervention programs were used to assist students with dyslexia and/or learning characteristics related to dyslexia during the 2023-2024 school year?

Intervention Program Name	Grades	Components Covered
OG	Kindergarten Grade 1 Grade 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship Decoding Encoding
SRA	Kindergarten Grade 1 Grade 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship Decoding Encoding
Heggerty	Kindergarten Grade 1 Grade 2	Phonological/Phonemic Awareness Sound/Symbol Relationship Decoding Encoding
UFLI	Kindergarten Grade 1 Grade 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship Decoding Fluency Encoding

How many students were identified with dyslexia during the 2023-2024 school year?

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