

2024-2025 Elementary School Reading Plan: Public Schools

| Name  | Kathy Stoner  |                        |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |
|---|---|------------------------|--------------|--------------|-----------|---------------|-----------------|---------------|-----------------|-------------|-------------------|--------------|-------------------|----------------|-------|
| Job Title   | Principal   |                        |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |
| Email   | <a href="mailto:kstoner@madison.k12.in.us">kstoner@madison.k12.in.us</a>  |                        |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |
| Phone Number  | 812-874-8007  |                        |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |
| Corporation Name and Number   | 3995 Madison Consolidated Schools   |                        |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |
| School Name and Number  | 3301 Deputy Elementary School   |                        |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |
| Reading Leadership Team Information   | <table><tr><th>Team Members Full Name</th><th>Job Position</th></tr><tr><td>Kathy Stoner</td><td>Principal</td></tr><tr><td>MaryKay Dwyer</td><td>Interventionist</td></tr><tr><td>Karen Clerkin</td><td>Interventionist</td></tr><tr><td>Kim Mahoney</td><td>Classroom Teacher</td></tr><tr><td>Camille Crim</td><td>Classroom Teacher</td></tr><tr><td>Janet McCreary</td><td>Other</td></tr></table> | Team Members Full Name | Job Position | Kathy Stoner | Principal | MaryKay Dwyer | Interventionist | Karen Clerkin | Interventionist | Kim Mahoney | Classroom Teacher | Camille Crim | Classroom Teacher | Janet McCreary | Other |
|   | Team Members Full Name  | Job Position           |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |
|   | Kathy Stoner  | Principal              |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |
|   | MaryKay Dwyer   | Interventionist        |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |
|   | Karen Clerkin   | Interventionist        |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |
|   | Kim Mahoney   | Classroom Teacher      |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |
|   | Camille Crim  | Classroom Teacher      |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |
|   | Janet McCreary  | Other                  |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |
| 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<br/>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  | Yes   |                        |              |              |           |               |                 |               |                 |             |                   |              |                   |                |       |

grade receive a dedicated, 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            | Phonemic Awareness<br>Phonics<br>Fluency<br>Vocabulary<br>Comprehension | Students use their data, set goals with teacher, then are progress monitored via assessment tools. |
| NWEA            | Phonemic Awareness<br>Phonics<br>Fluency<br>Vocabulary<br>Comprehension | Students use their data, set goals with teacher, then are progress monitored via assessment tools. |
| Benchmark       | Phonemic Awareness<br>Phonics<br>Fluency<br>Vocabulary<br>Comprehension | Students use their data, set goals with teacher, then are progress monitored via assessment tools. |
| Dibels 8        | Phonemic Awareness<br>Phonics<br>Fluency<br>Vocabulary<br>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<br>Comprehension | Students use their data, set goals with teacher, then are progress monitored via assessment tools. |
| IREAD              | Vocabulary<br>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

Yes

passing score  
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  
diploma track  
students take

Yes

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 Lori Palmer

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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?

25

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?

25

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  |
|---------------------------|------------------------------------|---|
| Orton Gillingham          | Kindergarten<br>Grade 1<br>Grade 2 | Phonological/Phonemic Awareness<br>Alphabet Knowledge<br>Sound/Symbol Relationship<br>Decoding<br>Encoding            |
| Heggerty                  | Kindergarten<br>Grade 1<br>Grade 2 | Phonological/Phonemic Awareness<br>Sound/Symbol Relationship<br>Decoding<br>Encoding                                  |
| UFLI Foundations          | Kindergarten<br>Grade 1<br>Grade 2 | Phonological/Phonemic Awareness<br>Alphabet Knowledge<br>Sound/Symbol Relationship<br>Decoding<br>Fluency<br>Encoding |
| SRA                       | Kindergarten<br>Grade 1<br>Grade 2 | Phonological/Phonemic Awareness<br>Alphabet Knowledge<br>Sound/Symbol Relationship<br>Decoding<br>Encoding            |

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

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