



2026-2027 Annual K-8 School Reading Plan

Name	Jordan Warner
Job Title	School Principal
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Corporation or Charter Name and Number	3995 Madison Consolidated Schools
A-M School Name and Number	3313 Madison Consolidated Jr High Sch
N-Z School Name and Number	School is Listed in A-M List
Grade Levels in School	Grade Five Grade Six Grade Seven Grade Eight
Reading Leadership Team Information	 Hidden to protect your privacy
Describe planned job-embedded time for professional development outlined above	Job-embedded professional development and collaboration time are intentionally structured to provide teachers with ongoing, data-driven opportunities to strengthen reading instruction and respond to student needs. Teachers participate in weekly Professional Learning Community (PLC) meetings where they collaboratively analyze formative assessment data, progress monitoring results, reading benchmark assessments, and classroom performance. During these meetings, teams identify trends, determine students who require additional support or enrichment, and develop targeted instructional strategies aligned to grade-level achievement goals.

In addition, monthly Multi-Tiered System of Supports (MTSS) meetings bring together grade-level teams, interventionists, and administrators to review student progress and evaluate the effectiveness of interventions. Using multiple data sources, including ILEARN, ILEARN Checkpoints, benchmark assessments, and classroom-based data, teams make informed decisions regarding tiered supports and collaboratively adjust interventions to ensure students receive evidence-based instruction tailored to their needs.

Professional learning is differentiated based on student and classroom data. Teachers engage in learning walks, observe model classrooms, and collaborate with colleagues to examine effective reading practices, small-group instruction, and intervention implementation. Follow-up coaching, reflection, and collaborative planning support continuous improvement in instructional practice.

This ongoing cycle of data analysis, professional learning, coaching, and collaborative planning ensures strong alignment between instruction, intervention efforts, and student achievement goals across all grade levels.

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
<p>II 5-8th grade students will increase their IXL diagnostic scores by a minimum of 1 grade level by the end of the year. In grades 5-8 the goal is for 70% of students to receive proficiency on ILEARN Checkpoints.</p>	<p>Grade Five Grade Six Grade Seven Grade Eight</p>

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 selected "other" for name of curriculum, publisher, and edition, please enter information in text box below:

🔒 Hidden to protect your privacy

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

IXL, UFLI, Readworks, Steps to Advance, Smekens, No Red Ink

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://www.madison.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.

No, I do not have K-3 students in my school.

Universal Screener utilized in 2025-2026

Non-Applicable

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: 0
Grade One: 0
Grade Two: 0

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	0	0
Grade One	0	0
Grade Two	0	0

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
0		

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
0		

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?

NA

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?

NA

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?

UFLI, Readworks, IXL

What is the cost of providing the interventions?

35000

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.

Non-applicable given that I do not have grade three students in my school.

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.

Non-applicable given that I do not have grade two and three students in my school.

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 do not receive an IREAD score given our school does not include grade three.
