



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

2021 Elementary School Reading Plan - Public Schools

You cannot save the Jotform while completing it. School administrators have shared feedback that they may not be able to complete the Jotform at one time. This document is designed for administrators to plan their responses. Once complete, please copy the answers into this Jotform to submit to Indiana Department of Education.

Public Schools 511 IAC 6.2-3.1

Who should submit a reading plan? 511 IAC 6.2-3.1-2 states this rule applies to:

- (1) Elementary schools, including charter schools as set forth under IC 20-24-8-5 (18) when application to charter schools is specifically noted, with exemptions for charter schools noted:
 - (2) Elementary schools organized by interlocal agreements under IC 36-1-7;
 - (3) Special education cooperative organized under IC 20-35-5 and
 - (4) Accredited nonpublic schools under IC 20-26-15 or 511 IAC 6.1-1-1.
- (b) A school is an elementary school under the rule if any students in the school attend kindergarten, first, second, or third grade.

Reading plans must be submitted to the Indiana Department of Education by **June 30**, before the school year of implementation. (511 IAC 6.2-3.1)

*Note: A question with a red * indicates a required entry.*

Please send questions to Joe Risch at jrisch1@doe.in.gov

Leadership

Which building leadership member is completing this reading plan?

Name *

Tracy Ahlbrand
 First Name Last Name

Title *

Principal

Email Address *

tahlbrand@madison.k12.in.us

tahlbrand@madison.k12.in.us

example@example.com

Phone Number *

(812) 274-8311

Please select the list of Corporation Number/School Number *

- List 1 from 0015/0013 to 2395/1923
- List 2 from 2400/1925 to 4335/4391
- List 3 from 4345/3625 to 5385/5674
- List 4 from 5400/5889 to 7285/7667
- List 5 from 7350/7689 to 9995/1117

List 2 from 2400/1925 to 4335/4319 - Corporation Number/Name & School Number/Name *

3995 Madison Consolidated Schools 3329 Lydia Middleton Elementary School



Members of the reading leadership team (in accordance with 511 IAC 6.2-3.1-3) *

Full Name	Position	
Darla Mahoney	Title Compliance Specialist	X
Tracy Ahlbrand	Principal	X
Melissa Perry	Teacher ELA Mentor	X
Carla Cheatham	Interventionist	X
Lisa Garrett	Interventionist	X
Missy Amburgey	Interventionist	X

Tier 1 Core Reading Program

Tier 1 Research-based Core Reading Program (511 IAC 6.2-3.1-4) *

National Geographic Reach for All

Please provide program name

Does your Tier 1 Core Reading Program address all five components of scientifically-based reading? *

- Yes
- No

Check components that are also used in your core reading program

- Guided Reading
- Word Works
- Close Reading
- Graphic Organizers
- Structured Literature
- Other

Other strategies/programs (if applicable)

	Strategies/programs
Other 1	Literacy Footprints
Other 2	Orton Gillingham
Other 3	

Do kindergarten, first, and second grade receive a dedicated uninterrupted 90 minute block? *

- Yes
- No, I certify that my school has a 90% or higher on the IREAD-3 state assessment.

Do grades three and above receive a 90 minute reading block? *

- Yes
- No

Tiered Literacy Support (Please describe the differentiated instruction provided)

Tier 2 Intervention *

Intervention Title	Grades	Duration per week	Progress monitoring frequency	Scientifically-based reading component covered	
SRA	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	150 Minutes	other ▾	<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	X
LLI	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	150 Minutes	other ▾	<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	X

Add up to 3 rows



Tier 3 Intervention *

Intervention Title	Grades	Duration per week	Progress monitoring frequency	Scientificallly-based reading component covered
Sound Partners	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	150	other ▼	<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension
LLI	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	150	other ▼	<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension
Orton Gillingham	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	150	other ▼	<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension

Assessment

- Provide details of the manner in which the school plans to use formative and summative assessment for students in the school that measure the following: phonemic awareness, phonics, fluency, vocabulary, comprehension. (511 IAC 6.2-3.1-3(a)(4))
- Measurable student achievement goals for each grade level given formal assessment (511 IAC 6.2-3.1-3(a)(2))
- A requirement that all students take the IREAD assessment at grade 3. (511 IAC 6.2-3.1-3(a)(6))

I certify that all diploma track students take IREAD-3 in third grade *

- Yes
- No

Assessment *

Are you using an assessment?	Assessment Name	Grades	Measurable Student Achievement Goal at End of Year (please specify by grade and benchmark)
<input checked="" type="radio"/> Yes <input type="radio"/> No	NWEA	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	85% of students in grades K-4 will be at grade level.

Add up to 3 rows

Professional Development

511 IAC 6.2-3.1-3(a)(9) Professional development for teachers that includes the following:

- (A) Utilizing assessment data to target the measurable student achievement goals for each grade level.
- (B) Developing differentiated for teachers based on classroom data.
- (C) Developing of model classrooms within the school.
- (D) When possible, job-embedded time for professional development and collaboration.

Describe your school's core reading professional development *

Guided Reading implementation along with a strategic book study took place with all elementary teachers. ELA teachers throughout the district were selected and trained to support staff. Grade-level professional development was held throughout the year to discuss guided reading practices.

Describe your school's core reading intervention professional development (This includes dyslexia professional awareness) *

MCS provided instruction with data analysis by coaches and outside training sessions. Interventionists lead monthly meetings with coaches and teachers. Interventionists were trained in using each component of the dyslexia training. In addition, all interventionists received

Describe your school's reading assessment professional development *

MCS provided instruction with data analysis by coaches and outside training sessions. Interventionists lead monthly meetings with coaches and teachers. Interventionists were trained in using each component of the dyslexia training. In addition, they participated in the cut



Certify that your school has a monitoring plan to implement the Elementary Reading Plan (511 IAC 6.2-3.1-3(a)(10)) *

- Yes
- No

Dyslexia

Indiana Code 20-35.5 et. seq., only applies to public and charter schools. Private and parochial schools may choose to follow some or all of this piece of Indiana Code. Please report all parts of the code your school follows. For additional information on dyslexia and a list of IDOE approved screeners and training programs please visit [IDOE's Dyslexia Website](#).

Who is currently serving as the "authorized reading specialist trained in dyslexia" for your school corporation or charter school? *

Darla Mahoney
 First Name Last Name

Universal screeners used (list grade for screener if different screeners are used in different grades within a subset) *

	List name of screener
Phonological/Phonemic Awareness:	DIBELS S-6E-PSF
Alphabet Knowledge:	DIBELS S-SE 6th Ed. LNF
Sound/Symbol Relationship:	DIBELS 8Ed NWF
Decoding:	DIBELS 8th Edition-ORF
Rapid Naming:	Arkansas Rapid Naming Screener
Encoding:	Words Their Way:PSI

Number of students administered initial (universal) screener during the previous school year *

163

Number of students found to be "at risk" or "at some risk" for the characteristics of dyslexia during the previous school year *

18

Dyslexia Level I screener(s) *

	List name of screener
Phonological/Phonemic Awareness:	NWEA Skills Checklist-PAMS
Alphabet Knowledge:	MA Rooney Quick Phonics Screener
Sound/Symbol Relationship:	NWEA Skills Checklist-BSTC
Decoding:	NWEA-ODC
Rapid Naming:	RAN-RAS
Encoding:	MA Rooney Quick Phonics Screener

Dyslexia Intervention Program(s) used during the previous school year (must include explicit, sequential, and multi-sensory instruction) *

Sound Partners, LLI, SRA, Vc

Number of students who received the dyslexia intervention during the previous school year *

18

