



## 2025-2026 Annual K-8 School Reading Plan

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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 Grade Five Grade Six Grade Seven Grade Eight

Reading Leadership  
Team Information

Team Member's Full Name	Job Position
Jordan Warner	Principal
David Horvath	Assistant Principal
Brandon Frye	Assistant Principal
Shaun Pennington	MTSS/RTI Specialist
Ruthi McGarry	Classroom Teacher
Heather Vaughn	Classroom Teacher
Marsha Uhl	Classroom Teacher
Kim Tingle	Other

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.

Job-embedded professional development and collaboration time is structured to ensure that teachers have ongoing, data-driven opportunities to strengthen reading instruction and address student needs. Teachers meet weekly in Professional Learning Communities (PLCs) to collaboratively review classroom data, including formative assessments, progress monitoring, and reading benchmark results. During these meetings, teachers analyze trends, identify students who need additional support or enrichment, and plan targeted instructional strategies aligned to measurable achievement goals for each grade level.

Additionally, monthly MTSS meetings are held to review student progress and the effectiveness of interventions. During these sessions, grade-level teams, interventionists, and administrators examine multiple data sources—such as ILEARN, ILEARN checkpoint data, and classroom-based assessments—to make informed decisions about tiered supports. Adjustments to interventions are made collaboratively to ensure students receive appropriate, evidence-based instruction tailored to their needs. Professional development is job-embedded and

differentiated based on classroom data.

Teachers participate in learning walks and visit model classrooms to observe effective reading practices, small-group instruction, and intervention implementation. Follow-up coaching and collaborative reflection allow teachers to refine their instructional techniques. This continuous cycle of data review, professional learning, and collaborative planning ensures alignment between instructional practice 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

Describe measurable student achievement goals for each grade level.

All 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.

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?

Benchmark Advance 5-6. 7-8 follow self created pacing guides developed from Indiana Standards and Science of Reading

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

IXL, UFLI, Readworks, Steps to Advance, Smekens

Direct link to posted 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.

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

2024-2025 Universal Screener\*

Non-Applicable

How many students were administered the universal screener during the 2024-2025 school year?

Kindergarten: 0  
Grade One: 0  
Grade Two: 0

How many students were determined to be "at risk" or "at some risk" for learning characteristics related to dyslexia during the 2024-2025 school year at each grade level kindergarten through grade two?

Grade Level	"At Risk"	"At Some Risk"
Kindergarten	0	0
Grade One	0	0
Grade Two	0	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
ILEARN Checkpoints	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 their teacher, then are progress monitored via assessment tools.
Benchmark	Vocabulary Comprehension	Students use their data, set goals with their teacher, then are progress monitored via assessment tools.
IXL	Vocabulary Comprehension	Students use their data, set goals with their teacher, then are progress monitored via assessment tools.

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 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 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, Bridge the Gap

How many students will be served by interventions listed above due to not passing IREAD?

8

What is the cost of providing the interventions?

30000

I certify if a student is retained following not achieving a passing score on the IREAD assessment, then the following types of remediation must be included, but are not limited to: reading strategies aligned with the science of reading that meet the student's needs, instruction by an effective teacher as measured by student performance results, at least ninety (90) 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.

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

I certify that a student who 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 that pursuant to IC 20-30-7-13 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 2024 IREAD scores.

**No, we do not receive an IREAD score given our school does not include grade three.**