



Name Kirstyn Preizer

Job Title Prncipal

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School Corporation Name and Number 3995 Madison Consolidated Schools

School Name and Number 3333 Anderson Elementary School

Members of the Reading Leadership Team

| Team Members Full Name | Job Position        |
|------------------------|---------------------|
| Jessie Zurat           | Other               |
| Lydia Reardon          | Other               |
| Miranda Adams          | Other               |
| Melissa Ommen          | Classroom Teacher   |
| Onita Stephan          | Interventionist     |
| Darla Mahoney          | MTSS/RTI Specialist |
| Kenton Mahoney         | Assistant Principal |

Describe measurable student achievement goals for each grade level.

K- 2

All students will increase their NWEA scores from BOY to EOY

3-4

In grades 3 and 4, the goal is that 80% of students will reach proficiency on NWEA

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

I certify all students in kindergarten through third grade receive a dedicated, uninterrupted minimum ninety (90) minute block of time daily.

Yes

| <b>Assessment Name</b> | <b>Scientificallly-based Reading Components Measured</b>                | <b>Details of the manner in which the school plans to use formative and summative assessments</b> |
|------------------------|---|---|
| ESGI (K)               | 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 |
| Stepping Stones (K,1)  | Phonemic Awareness<br>Phonics   | Students use their data, set goals with teacher, then are progress monitored via assessment tools |
| SRA (1)                | Phonemic Awareness<br>Phonics<br>Fluency                                | Students use their data, set goals with teacher, then are progress monitored via assessment tools |
| LLI (all)              | 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 |
|-----------|---|---|

List any grade 3 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 | Scientificallly-based Reading Components Measured in Relation to Content Knowledge | Details of the manner in which the school plans to use formative and summative assessments        |
|-----------------|--|---|
| SRA             | Vocabulary<br>Comprehension  | Students use their data, set goals with teacher, then are progress monitored via assessment tools |
| NWEA            | 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<br>Comprehension  | Students use their data, set goals with teacher, then are progress monitored via assessment tools |
| Benchmark       | Vocabulary<br>Comprehension  | Students use their data, set goals with teacher, then are progress monitored via assessment tools |

I certify the school intervenes with students who have reading deficiency as determined by 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 deficiency, proposed supplemental instruction services, strategies for parents to use to assist the student, notice that the student may be retained if the student does not achieve a passing score on the IREAD-3 assessment.

Yes

I certify if a student is retained for 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) minutes of reading instruction each school day, at least one (1) of the following instructional options: tutoring before and after school, parent workshops and

Yes

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 IREAD-3 in third grade.

Yes

Describe how professional development is focused on utilizing assessment data to target the measurable student achievement goals at each grade level.

Teacher teams use BOY and MOY NWEA data to meet and discuss interventions with students. They also meet weekly to monitor the assessment data and identify groups for reteaching

Describe how professional development is differentiated for teachers based on classroom data.

Staff meetings and other meeting times are used to differentiate PD for teachers based on their classroom data and needs

Describe how professional development utilizes model classrooms within the school.

Teachers are able to do instructional rounds in others classrooms based on the needs of that teacher and classroom.

Describe how the school uses job-embedded time for professional development and collaboration.

Teachers meet once weekly to inspect student data, plan intervention groups.

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

Yes

Name of authorized reading specialist trained

Onita Stephan

in dyslexia

Email of authorized  
reading specialist trained  
in dyslexia

[ostephan@madison.k12.in.us](mailto:ostephan@madison.k12.in.us)

Universal Screener used  
during the 2022-2023  
school year

Dibels 8th Edition

How many students were  
determined to be "at risk"  
or "at some risk" for  
learning characteristics  
related to dyslexia during  
the 2022-2023 school  
year?

83



Dyslexia Level 1 and/or Level 2 Screener(s) used during the 2022-2023 school year

| Level 1 and/or Level 2 Screener Name   | Grades      | Components Covered              |
|--|-------------|---------------------------------|
| NWEA Skills checklist: Phonemic Awareness Manipulation of Sounds                                 | K<br>1<br>2 | Phonological/Phonemic Awareness |
| MA Rooney Foundational Skills for Youth: Alphabet awareness, LNF, and Letter Formation           | K<br>1<br>2 | Alphabet Knowledge              |
| NWEA Skills Checklist: phonics: both symbol types checklists                                     | K<br>1<br>2 | Sound/Symbol Relationship       |
| NWEA Skills Checklist: Spelling patterns/word families, multi-syllable words, affixes, open/c+le | K<br>1<br>2 | Decoding                        |
| RAN/RAS  | K<br>1<br>2 | Rapid Naming                    |
| Quick Phonics Screener: Spelling Pattern Based Words   | K<br>1<br>2 | Encoding                        |

What intervention programs were used to assist students with dyslexia and/or learning characteristics related to dyslexia during the 2022-2023 school year?

OG, SRA, Making Words, Words their way, sound partners, Hand to mind, Heggerty

How many students  
received dyslexia  
intervention during the  
2022-2023 school year?

83

How many students were  
identified with dyslexia  
during the 2022-2023  
school year?

0