

Name	Tara McKay
Title	Principal
Email Address	tmckay@madison.k12.in.us
Phone Number	(812) 273-8528
Please select the list of Corporation Number/School Number	List 2 from 2400/1925 to 4335/4391
List 2 from 2400/1925 to 4335/4319 - Corporation Number/Name & School Number/Name	3995 Madison Consolidated Schools 3333 Anderson Elementary School

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

Full Name	Position
Tara McKay	Principal
Kirstyn Hardwick	Assistant Principal
Onita Stephan	Interventionists
Darla Mahoney	Title I Compliance Specialists
Cindy Robinson	SIP
Lydia Reardon	SIP

Tier 1 Research-based Core Reading Program (511 IAC 6.2-3.1-4)	National Geographic
Does your Tier 1 Core Reading Program address all five components of scientifically-based reading?	Yes

Check components that are also used in your core reading program

Guided Reading
 Word Works
 Close Reading
 Graphic Organizers
 Structured Literature

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

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

Yes

Tier 2 Intervention

Intervention Title	Grades	Duration per week	Progress monitoring frequency	Scientifically-based reading component covered
Stepping Stones	K 1	150	weekly	Phonemic Awareness Phonics
SRA	1	150	weekly	Phonemic Awareness Phonics Fluency

LLI	2 3 4	150	weekly	Phonemic Awareness Phonics Fluency Vocabulary Comprehension
-----	-------------	-----	--------	---

Tier 3 Intervention

Intervention Title	Grades	Duration per week	Progress monitoring frequency	Scientifically-based reading component covered
Orton Gillingham	K 1 2 3	150	weekly	Phonemic Awareness Phonics Fluency Vocabulary Comprehension
Sound Partners	K 1 2	150	weekly	Phonemic Awareness Phonics

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

Yes

Assessment

Are you using an assessment?	Assessment Name	Grades	Measurable Student Achievement Goal at End of Year (please specify by grade and benchmark)
Yes	DIBELS 8th Edition Oral Reading Fluency	2 3 4	2nd = EOY Goal: 89 3rd = EOY Goal:107 4th = EOY Goal:123

Yes	DIBELS Letter Naming Fluency	K 1	K=EOY Goal: 35 1st=EOY Goal 60
-----	---------------------------------------	--------	-----------------------------------

Describe your school's core reading professional development	Literacy Footprints book studies; During planning times the teachers discuss strategies
Describe your school's core reading intervention professional development (This includes dyslexia professional awareness)	Orton Gillingham Training Online Academy
Describe your school's reading assessment professional development	Universal Screening and Level 1 Screening for Dyslexia Training; Literacy Footprints book studies, Jan Richardson's Guided Reading; Running Records
Certify that your school has a monitoring plan to implement the Elementary Reading Plan (511 IAC 6.2-3.1-3(a)(10))	Yes
Who is currently serving as the "authorized reading specialist trained in dyslexia" for your school corporation or charter school?	Darla Mahoney

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 6th Edition: Phoneme Segmentation Fluency
Alphabet Knowledge:	DIBELS 6th Edition: Letter Naming Fluency
Sound/Symbol Relationship:	DIBELS 8th Edition: Nonsense Word Fluency
Decoding:	DIBELS 8th Edition: Nonsense Word Fluency; Oral Reading Fluency
Rapid Naming:	Rapid Naming Screener (RAN/RAS)
Encoding:	Words Their Way: Primary Spelling Inventory

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

217

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

40

Dyslexia Level I screener(s)

	List name of screener
Phonological/Phonemic Awareness:	NWEA Skills Checklist: Phonemic Awareness Manipulation of Sounds
Alphabet Knowledge:	MA Rooney Foundational Skills for Young Learners: Alphabet Awareness, LNF, and Letter Formation
Sound/Symbol Relationship:	NWEA Skills Checklist: Phonics:Both symbol types Checklists (vowel, diagraphs, diphthongs, CVC, CVCe, R-controlled)
Decoding:	NWEA Skills Checklist: Spelling Patterns/Word Families, Multi-syllable words, affixes, open/C+le

Rapid Naming:	RAN/RAS
Encoding:	Quick Phonics Screener: Spelling Pattern Based Words

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

Number of students who received the dyslexia intervention during the previous school year 40