

**2023-2024
Elementary School
Reading Plan:
Public Schools**

Name	Randy Romer	
Job Title	Principal	
Email	rromer@igsc.k12.in.us	
Phone Number	5746568123	
School Corporation Name and Number	7150 John Glenn School Corporation	
School Name and Number	7456 North Liberty School	
Members of the Reading Leadership Team	Team Members Full Name	Job Position
	Marcy Bogunia	Reading Specialist
	Amy Weiss	Dyslexia Specialist
	Amy Strong	Classroom Teacher
	Sandra Anderson	Classroom Teacher
	Randy Romer	Principal
	Jessica Bogard	MTSS/RTI Specialist
Describe measurable student achievement goals for each grade level.	KDG, First and Second Grade students will achieve 85% or more on their annual typical growth for the school year. The diagnostic assessment is administered at the begin, middle and end of the year.	
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?	No	
I certify all students in kindergarten through third grade receive a dedicated,	Yes	

uninterrupted
minimum ninety (90)
minute block of time
daily.

Assessment Name	Scientifically-based Reading Components Measured	Details of the manner in which the school plans to use formative and summative assessments
i-Ready Diagnostic	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Administration reviews data with each grade level and reading specialist and interventionist. Data is used for determining remediation groups and skill topics, as well as driving tier 1 instruction.
Wilson Foundations Unit Tests	Phonemic Awareness Phonics Fluency	Administration reviews data with each grade level and reading specialist and interventionist. Data is used for determining remediation groups and skill topics, as well as driving tier 1 instruction.

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	Scientifically-based Reading Components Measured in Relation to Content Knowledge	Details of the manner in which the school plans to use formative and summative assessments
i-Ready Diagnostic	Vocabulary Comprehension	Administration reviews data with each grade level and reading specialist and interventionist. Data is used for determining remediation groups and skill topics, as well as driving tier 1 instruction.
i-Ready Unit Tests	Vocabulary Comprehension	Administration reviews data with each grade level and reading specialist and interventionist. Data is used for determining remediation

			groups and skill topics, as well as driving tier 1 instruction.
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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

Yes

(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.

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.

K-2 all teachers and paraprofessionals are trained in foundations of reading with the official Foundations training. This insures that every adult working with our students has appropriate knowledge and uses consistent approach in reading instruction.

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

These are used in tier 1 to determine lesson directions. Data is used for intervention and Title I to remediate.

Describe how professional development utilizes model classrooms within the school.

Mentor teachers are utilized for peer to peer observation. Push in and pull out support from Interventionist is provided for improved instruction.

Describe how the school uses job-embedded time for professional development and collaboration.	The corporation added an additional contract day to provided professional development opportunities. KDG, First and Second Grade utilize common planning periods within their grade level. The corporation plan one 60 minute common collaboration time for curriculum review and revision.
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I certify the school has a monitoring plan to evaluate the implementation of the reading plan.

Yes

Name of authorized reading specialist trained in dyslexia	Amy Weiss
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Email of authorized reading specialist trained in dyslexia	aweiss@jqsc.k12.in.us
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Universal Screener used during the 2022-2023 school year	i-Ready
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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?

38

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
i-Ready Dyslexia Screener	K 1 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship Decoding Rapid Naming Encoding
M.A. Rooney	K 1 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship

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

Fundations, Heggerty

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

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

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