



Michelle Walden <mwalden@northposey.k12.in.us>

Fwd: We have received your response for 2023-2024 Elementary School Reading Plan: Public Schools

Shannon MacMunn <smacmunn@northposey.k12.in.us>
To: Michelle Walden <mwalden@northposey.k12.in.us>

Mon, Jun 19, 2023 at 3:40 PM

----- Forwarded message -----

From: **Jotform** <noreply@jotform.com>
Date: Wed, May 31, 2023, 2:17 PM
Subject: We have received your response for 2023-2024 Elementary School Reading Plan: Public Schools
To: <smacmunn@northposey.k12.in.us>

Thank you Shannon MacMunn for submitting the form!

2023-2024 Elementary School Reading Plan: Public Schools

Name Shannon MacMunn

Job Title Principal

Email smacmunn@northposey.k12.in.us

Phone Number 812-874-8808

School Corporation Name and Number 6600 MSD North Posey Co Schools

School Name and Number 6985 North Elementary School

Members of the Reading Leadership Team

Team Members Full Name	Job Position
Shannon MacMunn	Principal
Danielle Tepool	Interventionist
Traci Newcomer	Classroom Teacher
Courtney Bittner	Classroom Teacher
Jenna Deer	Classroom Teacher
Rochelle Belt	Classroom Teacher

Describe measurable student achievement goals for each grade level. 75% of student in each grade level will read at or above grade level on end of year diagnostic assessments.

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 Yes

ninety (90) minute block of time daily.

Assessment Name	Scientificallly-based Reading Components Measured	Details of the manner in which the school plans to use formative and summative assessments
IREADY	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Data is used to build intervention groups and differentiate instruction within the classroom.
Common Skill Mastery Assessment	Phonemic Awareness Phonics	Students are assessed after each skill is introduced. Mastery is documented on a skill continuum. Intervention is provided when necessary.

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
IREADY	Vocabulary Comprehension	Data is used to build intervention groups and differentiate instruction within the classroom.

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

Yes

the student does not achieve a passing score on the IREAD-3 assessment.

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 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.

Yes

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.

Professional development provided for curriculum mapping and developing a standards based mastery continuum.

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

Teachers with low mastery rates on continuum and low test scores are provided professional development.

Describe how professional development utilizes model classrooms within the school.

Model classrooms are used for peer observations and in leadership positions to coach novice teachers.

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

MSD of North Posey has built in eLearning days for staff professional development. Common plan time each week for grade level meetings and collaboration.

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

Danielle Tepool

Email of authorized reading specialist trained in dyslexia

dtepool@northposey.k12.in.us

Universal Screener used during the 2022-2023 school year IREADY

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? 16

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
IREADY Dyslexia Screener	K 1 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship Decoding Rapid Naming Encoding
WIAT	K 1 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship Decoding Encoding

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

How many students received dyslexia intervention during the 2022-2023 school year? 16

How many students were identified with dyslexia during the 2022-2023 school year? 1

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