



Erin Koester <ekoester@northposey.k12.in.us>

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

1 message

**Jotform** <noreply@jotform.com>  
Reply-To: kpolkmeek@doe.in.gov  
To: ekoester@northposey.k12.in.us

Wed, Jun 7, 2023 at 10:01 AM

Thank you Erin Koester for submitting the form!

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

Name: Erin Koester  
 Job Title: Principal  
 Email: [ekoester@northposey.k12.in.us](mailto:ekoester@northposey.k12.in.us)  
 Phone Number: 8124805270  
 School Corporation Name and Number: 6600 MSD North Posey Co Schools  
 School Name and Number: 6989 South Terrace Elementary

Members of the Reading Leadership Team

Team Members Full Name	Job Position
Erin L. Koester	Principal
Amanda Merkley	Dyslexia Specialist
Chandra Gauer	MTSS/RTI Specialist
Erin Stump	Reading Specialist
Shalane Cates	Classroom Teacher
Toni Wilson	Classroom Teacher
Kristi Reynolds	Classroom Teacher

Describe measurable student achievement goals for each grade level.

Each grade level uses a fall, winter and spring benchmark to monitor student achievement and sets goals that at least 80% of students in each grade level will maintain proficiency in reading at each benchmark.

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

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	Our school district uses the IREADY program and assessment data to measure the listed components for students. Our students are provided with a 30 minute intervention time daily to enhance these basic skills in reading.

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	Our school district uses the IREADY program and assessment data to measure the listed components for students. Our students are provided with a 30 minute intervention time daily to enhance these basic skills in reading.

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 Yes

student may be retained if 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.

Training has been used to target students who are not performing in the proficient areas in IREADY and increase performance.

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

District training has been provided in curriculum mapping and standards alignment over the course of the last two years.

Describe how professional development utilizes model classrooms within the school.

Teachers have been given time to collaborate with peers to develop best practices and common district assessments, as well as a continuum that tracks student progress in each individual standard.

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

Each teacher participated staff development days over the course of the past two years that focused on alignment of the elementary reading curriculum. These days were embedded into the school calendar and recognized as a priority by the district.

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

Yes

Name of authorized reading Amanda Merkley

specialist trained in dyslexia

Email of authorized reading specialist trained in dyslexia [amerkley@northposey.k12.in.us](mailto:amerkley@northposey.k12.in.us)

Universal Screener used during the 2022-2023 school year Iready Dyslexia Screener

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? 2

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
WIAT 4	K 1 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship Decoding Rapid Naming Encoding

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

How many students received dyslexia intervention during the 2022-2023 school year? 2

How many students were identified with dyslexia during the 2022-2023 school year? 0