



**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

*Working Together for Student Success*

## Elementary School Reading Plan - Public Schools

You cannot save the Jotform while completing it. School administrators have shared feedback that they may not be able to complete the Jotform at one time. [This document](#) is designed for administrators to plan their responses. Once complete, please copy the answers into this Jotform to submit to Indiana Department of Education.

Public Schools 511 IAC 6.2-3.1

Who should submit a reading plan? 511 IAC 6.2-3.1-2 states this rule applies to:

- (1) Elementary schools, including charter schools as set forth under IC 20-24-8-5 (18) when application to charter schools is specifically noted, with exemptions for charter schools noted:
  - (2) Elementary schools organized by interlocal agreements under IC 36-1-7;
  - (3) Special education cooperative organized under IC 20-35-5 and
  - (4) Accredited nonpublic schools under IC 20-26-15 or 511 IAC 6.1-1-1.
- (b) A school is an elementary school under the rule if any students in the school attend kindergarten, first, second, or third grade.

Reading plans must be submitted to the Indiana Department of Education by **June 30**, before the school year of implementation. (511 IAC 6.2-3.1)

**Note:** A question with a **red \*** indicates a required entry.  
Please send questions to Joe Risch at [jrisch1@doe.in.gov](mailto:jrisch1@doe.in.gov)

## Leadership

Which building leadership member is completing this reading plan?

**Name \***

Carmen	Bordner
First Name	Last Name

**Title \***

Principal
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**Email Address \***

**Does your Tier 1 Core Reading Program address all five components of scientifically-based reading? \***

- Yes
- No

**Check components that are also used in your core reading program**

- Guided Reading
- Word Works
- Close Reading
- Graphic Organizers
- Structured Literature
- Other

**Other strategies/programs (if applicable)**

	Strategies/programs
Other 1	<input style="width: 100%;" type="text" value="Reading Horizons"/>
Other 2	<input style="width: 100%;" type="text"/>
Other 3	<input style="width: 100%;" type="text"/>

**Do kindergarten, first, and second grade receive a dedicated uninterrupted 90 minute block? \***

- Yes
- No, I certify that my school has a 90% or higher on the IREAD-3 state assessment.

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

- Yes
- No

**Tiered Literacy Support** (Please describe the differentiated instruction provided)

**Tier 2 Intervention \***

cbordner@frontier.k12.in.us

cbordner@frontier.k12.in.us

example@example.com

**Phone Number \***

(219) 984-5438

**Please select the list of Corporation Number/School Number \***

- List 1 from 0015/0013 to 2395/1921
- List 2 from 2395/1923 to 4335/3557
- List 3 from 4335/3573 to 5385/5570
- List 4 from 5385/5574 to 7285/7667
- List 5 from 7350/7689 to 9995/1117

**List 5 from 7350/7689 to 9995/1117**

8525 Frontier School Corporation 9113 Frontier Elementary ▼

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

Full Name	Position	
Carmen Bordner	Principal	x
Jillian Layton	Vice-Principal	x
Stepheny Lemenage	Instructional Coach	x
Jill Woods	Title 1 teacher	x
Sara Shelton	1st grade teacher	x
Michelle Mathias	6th grade teacher	x

## Tier 1 Core Reading Program

**Tier 1 Research-based Core Reading Program (511 IAC 6.2-3.1-4) \***

McGraw-Hill Reading Wonde

Please provide program name

All teachers conduct data meetings to create goals based on NWEA data. Data is broken down into strands for targeted goals. Students are identified for intervention based on data.

**Certify that your school has a monitoring plan to implement the Elementary Reading Plan (511 IAC 6.2-3.1-3(a)(10)) \***

- Yes
- No

## Dyslexia

Indiana Code 20-35.5 et. seq., only applies to public and charter schools. Private and parochial schools may choose to follow some or all of this piece of Indiana Code. Please report all parts of the code your school follows. For additional information on dyslexia and a list of IDOE approved screeners and training programs please visit [IDOE's Dyslexia Website](#).

**Who is currently serving as the “authorized reading specialist trained in dyslexia” for your school corporation or charter school? \***

Jill	Woods
First Name	Last Name

**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:	NWEA Skills Checklist: Phonological Awar
Alphabet Knowledge:	NWEA Skills Checklist: Letter Identificator
Sound/Symbol Relationship:	NWEA Skills Checklist: Matching Letters to
Decoding:	NWEA Skills Checklist: Consonant Blends
Rapid Naming:	Arkansas Raptic Naming Screener
Encoding:	Words Their Way Primary Spelling Inventc

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

225

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

20

**Dyslexia Level I screener(s) \***

	List name of screener
Phonological/Phonemic Awareness:	NWEA Skills Checklist: Phonological Awar
Alphabet Knowledge:	NWEA Skills Checklist: Letter Identificator
Sound/Symbol Relationship:	NWEA Skills Checklist: Matching Letters tr
Decoding:	NWEA Skills Checklist: Consonant Blends
Rapid Naming:	Arkansas Raptic Naming Screener
Encoding:	Words Their Way Primary Spelling Inventc

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

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

Intervention Title	Grades	Duration per week	Progress monitoring frequency	Scientificallly-based reading component covered
Reading Horizons-D	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	30mins	daily	<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension
Reading Horizons-E	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	80 minutes	weekly	<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension
Wonders leveled inte	<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	20 min	daily	<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension

Tier 3 Intervention \*

Intervention Title	Grades	Duration per week	Progress monitoring frequency	Scientificallly-based reading component covered
Reading Horizons	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	20 mins	daily	<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension
Orton Gillingham	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	20 mins	daily	<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension
Wonders leveled inte	<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	20 mins	daily	<input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension

### Assessment

- Provide details of the manner in which the school plans to use formative and summative assessment for students in the school that measure the following: phonemic awareness, phonics, fluency, vocabulary, comprehension. ( 511 IAC 6.2-3.1-3(a)(4))
- Measurable student achievement goals for each grade level given formal assessment (511 IAC 6.2-3.1-3(a)(2))
- A requirement that all students take the IREAD assessment at grade 3. (511 IAC 6.2-3.1-3(a)(6))

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

- Yes  
 No

**Assessment \***

Are you using an assessment?	Assessment Name	Grades	Measurable Student Achievement Goal at End of Year (please specify by grade and benchmark)
<input checked="" type="radio"/> Yes <input type="radio"/> No	NWEA	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	All students meet projected RIT growth from fall <input type="button" value="x"/>
Add up to 3 rows			

**Professional Development**

511 IAC 6.2-3.1-3(a)(9) Professional development for teachers that includes the following:

- (A) Utilizing assessment data to target the measurable student achievement goals for each grade level.
- (B) Developing differentiated for teachers based on classroom data.
- (C) Developing of model classrooms within the school.
- (D) When possible, job-embedded time for professional development and collaboration.

**Describe your school's core reading professional development \***

Teachers receive professional development on implementation of Reading Wonders, covering the 5 components of reading, interventions, differentiation and assessment. Teachers receive training on a common instructional framework.

**Describe your school's core reading intervention professional development (This includes dyslexia professional awareness) \***

All teachers and paraprofessionals received professional development for dyslexia professional awareness. Reading Horizons professional development is offered. Teachers who administer intervention services attend Dyslexia training.

**Describe your school's reading assessment professional development \***