



Name	Jill Mires
Job Title	Principal
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Phone Number	812-274-8106
School Corporation Name and Number	3995 Madison Consolidated Schools
School Name and Number	3321 Rykers' Ridge Elementary School

Members of the Reading Leadership Team

Team Members Full Name	Job Position
Jill Mires	Principal
Abby Guirguis	Reading Specialist
Michelle Karst	Interventionist
Jodi Kiefer	Classroom Teacher
Darla Mahoney	Other

Describe measurable student achievement goals for each grade level.	<p>K-2 Rykers' Ridge Elementary students will improve reading comprehension sub-skills and strategies.</p> <p>Grades 3-4 Rykers' Ridge Elementary students will improve reading comprehension sub-skills and strategies and will reach an</p>
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80% passing score on the ILEARN assessment in the spring of 2023.

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-bas ed Reading Components Measured	Details of the manner in which the school plans to use formative and summative assessments
NWEA	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	These assessments are given at the beginning, middle, and end of the year. Student progress is monitored and goal setting meetings are held with students so that there is an understanding of their baseline score and the expected growth at each test interval. We use the data to form or intervention groups.
Early STAR and STAR Reading	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Students and teachers set their X to Y by when goals and track progress on a daily, weekly, and monthly basis.

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-bas ed Reading Components Measured in Relation to Content Knowledge	Details of the manner in which the school plans to use formative and summative assessments
NWEA	Vocabulary Comprehension	These assessments are given at the beginning, middle, and end of the year. Student progress is monitored and goal setting meetings are held with students so that there is an understanding of their baseline score and the expected growth at each test interval. We use the data to form or intervention groups.
STAR Reading	Vocabulary Comprehension	Students and teachers set their X to Y by when goals and track progress on a daily, weekly, and monthly basis.

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 (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

Yes

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.

Benchmark Advance professional development was held to
become acclimated to our new reading series and how to
utilize its components to set student achievement goals.

Teachers also worked as a school team on the 4DX model of
data tracking on monthly STAR assessments.

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

Two of the lead teachers were responsible for the cadence of
accountability. They worked with kindergarten and first grade
teachers to determine how and what to track as lag and lead
measures. 2-4 grade teachers were all tracking in the same
way and received the same professional development.

Describe how
professional development
utilizes model classrooms
within the school.

Two of our fourth grade classrooms were our model
classrooms as they are very proficient in data tracking and
monitoring. Teachers spent time in these classrooms as well
as these two teachers monitoring classrooms each month.

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

Our school uses common planning to meet on intervention
data, grade level meetings, social/emotional data, and
special education data. Monthly intervention meetings are
also held during the school day to discuss data,
programming and strategies.

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

Abby Guirguis

Email of authorized
reading specialist trained
in dyslexia

aguirguis@madison.k12.in.us

Universal Screener used during the 2022-2023 school year

DIBELS 8E

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?

19

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
DIBELS 8E	K 1 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship Decoding
ARANS	K 1 2	Rapid Naming
Words Their Way Primary Spelling Inventory	K 1 2	Encoding

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

SRA, Orton Gillingham, Making Words, Sound Partners, Steps to Literacy, Start Up Build Up Spiral Up, Voyager, Alphabetic Principle, Great Leaps, Hand to Mind,

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

19

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