



Name Trent Whaley

Job Title Principal

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Phone Number 812-274-8005

School Corporation Name and Number 3995 Madison Consolidated Schools

School Name and Number 3329 Lydia Middleton Elementary School

Members of the Reading Leadership Team

Team Members Full Name	Job Position
Trent Whaley	Principal
Melissa Perry	Other
Sharon Sullivan	Interventionist
Darla Mahoney	MTSS/RTI Specialist
Lisa Garrett	Interventionist

Describe measurable student achievement goals for each grade level.

85% of students in grades K-4 will be at grade level by EOY- using NWEA.

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	Scientifically-based Reading Components Measured	Details of the manner in which the school plans to use formative and summative assessments
Amplify: mCLASS and DIBELS	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Data analysis by teachers and coaches to help drive our instruction and interventions.
NWEA	Fluency Vocabulary Comprehension	Data analysis by teachers and coaches to help drive our instruction and interventions.

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
NWEA	Vocabulary Comprehension	Data analysis by teachers and coaches to help drive our instruction and interventions.

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 Yes

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.

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.

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

Grade-level professional development was held throughout the year to discuss practices based on classroom observations.

Describe how professional development utilizes model classrooms within the school.

Our intervention classrooms are model classrooms that teachers spend time working/ observing with the individuals.

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

Our school uses planning time 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, programing 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

Sharon Sullivan

Email of authorized reading specialist trained in dyslexia

[ssullivan@madison.k12.in.us](mailto:ssullivan@madison.k12.in.us)

Universal Screener used during the 2022-2023 school year

DIBELS 8Ed



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
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
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How many students received dyslexia intervention during the 2022-2023 school year?	184
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How many students were identified with dyslexia during the 2022-2023 school year?	0
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