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| Name | Jill Mires |
| Job Title | Principal |
| Email | jmires@madison.k12.in.us |
| 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 |

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|---|--|
| Describe measurable student achievement goals for each grade level. | K-2 Rykers' Ridge Elementary students will improve reading comprehension sub-skills and strategies. |
| | Grades 3-4 Rykers' Ridge Elementary students will improve reading comprehension sub-skills and strategies and will reach an |

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?