



Name	Kathy Stoner
Job Title	Principal
Email	kstoner@madison.k12.in.us
Phone Number	812-274-8007
School Corporation Name and Number	3995 Madison Consolidated Schools
School Name and Number	3301 Deputy Elementary School

Members of the Reading Leadership Team

Team Members Full Name	Job Position
Kathy Stoner	Principal
Lori Palmer	Interventionist
MaryKay Dwyer	Interventionist
Kim Mahoney	Classroom Teacher
Camille Crim	Classroom Teacher
Darla Mahoney	Other

Describe measurable student achievement goals for each grade level.

Kindergarten Letternaming EOY 60
Grade 1 Fluency Dibels EOY 60
Grade 2 Dibels and Oral Reading Fluency Goal EOY: 89
Grade 3 Dibels and Oral Reading Fluency Goal EOY:107
Grade 4 Dibels and Oral Reading Fluency Goal EOY:123

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
Dibels 6th Edition: Phoneme Segmentation Fluency	Phonemic Awareness	Assessment will be used to identify students of need, to differentiate instruction, and to develop their intervention plan
Dibels 6th Edition: Letter Naming Fluency	Phonics	Assessment will be used to identify students of need, to differentiate instruction, and to develop their intervention plan
Dibels 6th Edition: Nonsense Word Fluency	Phonemic Awareness	Assessment will be used to identify students of need, to differentiate instruction, and to develop their intervention plan Assessment will be used to identify students of need, to differentiate instruction, and to develop their intervention plan

Dibels 6th Edition: Nonsense Word Fluency (K) Dibels 6th Edition: Oral Reading Fluency (1st-4th)	Phonemic Awareness	Assessment will be used to identify students of need, to differentiate instruction, and to develop their intervention plan
NWEA	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Assessment will be used to identify students of need, to differentiate instruction, and to develop their intervention plan

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	Assessment will be used to identify students of need, to differentiate instruction, and to develop their intervention plan
ILEARN	Vocabulary Comprehension	Assessment will be used to identify students of need, to differentiate instruction, and to develop their intervention plan
IREAD3	Vocabulary Comprehension	Assessment will be used to identify students of need, to differentiate instruction, and to develop their intervention plan

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 Assessment training on collecting scores from
progress monitoring and how to use the scores to determine
intervention needed.

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

Based on classroom data, intervention is offered to address
the needs of the students who are struggling and or not
showing significant growth.

Describe how
professional development
utilizes model classrooms
within the school.

Model classrooms are used as a resource to interventionists
or classroom teachers who have a specific area of instruction
that they need assistance in to help an intervention student
or group.

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

Professional development and collaboration time is offered
during eLearning Days and teacher work days.

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

Lori Palmer

Email of authorized
reading specialist trained
in dyslexia

lpalmer@madison.k12.in.us

Universal Screener used during the 2022-2023 school year	Amplify Platform and MClass
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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?	10
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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
NWEA Skills Checklist: Phonemic Awareness Manipulation of Sounds	K 1 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship
MA Rooney Foundational Skills for young learners: Alphabet Awareness, LNF and Letter Formation	K 1 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship
NWEA Skills Checklist: Phonics Both Syllable Types Checklists (Vowel, Digraphs/Diphthongs, CVC, CVCe, R-controlled)	1 2	Sound/Symbol Relationship
NWEA Skills Checklist: Spelling Patterns/Word Families, Multi-Syllable Words, Affixes, Ipen /C+le	1 2	Decoding
RAN/RAS Tests	K 1 2	Rapid Naming
Quick Phonics Screener: Spelling Pattern-Based Words	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?

Scientific Research Associates (SRA) Early Reading Interventions, Orton Gillingham, Making Words, Sound Partners, Hand to Mind with decodable readers, Heggerty

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

9

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

0