

2024-2025 Elementary School Reading Plan: Public Schools

Name	Trent Whaley															
Job Title	Principal															
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Phone Number	8122748005 ext. 311															
Corporation Name and Number	3995 Madison Consolidated Schools															
School Name and Number	3329 Lydia Middleton Elementary School															
Reading Leadership Team Information	<table><tr><th>Team Members Full Name</th><th>Job Position</th></tr><tr><td>Sharon Sullivan</td><td>Interventionist</td></tr><tr><td>Lisa Reverman</td><td>Dyslexia Specialist</td></tr><tr><td>Melissa Perry</td><td>Classroom Teacher</td></tr><tr><td>Sarah Lytle</td><td>Classroom Teacher</td></tr><tr><td>Danielle Hawkins</td><td>Reading Specialist</td></tr><tr><td>Trent Whaley</td><td>Principal</td></tr></table>		Team Members Full Name	Job Position	Sharon Sullivan	Interventionist	Lisa Reverman	Dyslexia Specialist	Melissa Perry	Classroom Teacher	Sarah Lytle	Classroom Teacher	Danielle Hawkins	Reading Specialist	Trent Whaley	Principal
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Describe measurable student achievement goals for each grade level.	<p>K-2 All students will increase their NWEA scores from BOY to EOY.</p> <p>3-4 In grades 3 and 4, the goal is for 80% of students will receive proficiency on ILEARN Checkpoints and ILEARN Summative.</p>															
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															
What is your research-based, core reading program?	Benchmark Advance															
I certify all students in kindergarten	Yes															

through third grade receive a dedicated, uninterrupted minimum ninety (90) minute block of time daily.

Link to school corporation webpage as required by IC 20-26-5-44.2:

<https://www.madison.k12.in.us/>

Assessment Name	Components Measured	Assessment Use Details
ESGI (K)	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.
NWEA	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools
Benchmark	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.
Dibels 8	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools

List any grade three 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	Components Measured	Assessment Use Details
ILEARN Checkpoints	Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.
IREAD	Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress

		monitored via assessment tools.
ILEARN	Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.
Benchmark	Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.
Dibels 8	Vocabulary Comprehension	Students use their data, set goals with teacher, then are progress monitored via assessment tools.

I certify the school intervenes with students identified as having a deficiency in reading performance, as determined by IREAD-3 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 the student's identified reading deficiency, proposed supplemental instruction services, strategies for parents to assist the student, and notice that the

Yes

student may be retained if they do not achieve a passing score on the IREAD-3 assessment.*

I certify if a student is retained following 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

Yes

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 the job-embedded time for professional development and collaboration for teachers to support reading instruction that includes, but is not limited to, utilizing assessment data to target the measurable student achievement goals at each grade level, differentiated for teachers based on classroom data, and model classrooms.

Teacher teams use Dibels, ILEARN Checkpoints, and Benchmark to discuss interventions with students. They also meet weekly to monitor the assessment data and identify groups for reteaching. Professional development is also provided by the Literacy Coaches through the Literacy Cadre.

I certify the school has a monitoring plan to evaluate the implementation of the reading plan.

Yes

Name

Lisa Reverman

Email

lreverman@madison.k12.in.us

Approved Program Training for Specialist

Orton-Gillingham Online Academy

Universal Screener (Used 2023-2024)

mCLASS with DIBELS, 8th Edition

How many students were determined to be "at risk" or "at some risk" for learning characteristics related to

18

dyslexia during the 2023-2024 school year?

Dyslexia Level 1 and/or Level 2 Screener(s) used during the 2023-2024 school year

MA Rooney Foundation Level 1 Screeners

How many students received dyslexia intervention during the 2023-2024 school year?

0

What intervention programs were used to assist students with dyslexia and/or learning characteristics related to dyslexia during the 2023-2024 school year?

Intervention Program Name	Grades	Components Covered
OG	Kindergarten Grade 1 Grade 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship Decoding Encoding
SRA	Kindergarten Grade 1 Grade 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship Decoding Encoding
Heggerty	Kindergarten Grade 1 Grade 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship Decoding Encoding
UFLI	Kindergarten Grade 1 Grade 2	Phonological/Phonemic Awareness Alphabet Knowledge Sound/Symbol Relationship Decoding Fluency Encoding

How many students were identified with dyslexia during

0

the 2023-2024
school year?