Burris Laboratory School Reading Achievement Initiative

The Burris faculty is committed to delivering a differentiated core reading program appropriate for each student's unique needs and abilities. Teachers use a variety of instructional strategies and coordinate appropriate support services for all students. Supplemental reading curricula, working with a reading coach, and remedial summer school programs are just a few of the support programs Burris offers that provide targeted instruction and practice to students who are reading below grade level. The school has a strong commitment to providing professional development opportunities for faculty and support staff in reading instructional strategies and curriculum development by collaborating with a Ball State University reading specialist.

Goal

All children will be reading on or above grade level by the end of third grade.

Formative Grade Levels Goals for Overall Improvement

Kindergarten:

90 percent of kindergarten students will pass IREADK.

1st Grade:

90 percent of first grade students will pass IREAD1.

2nd Grade:

90 percent of second grade students will pass IREAD2.

3rd Grade:

100 percent of third grade students will pass IREAD3.

4th Grade:

90 percent of fourth grade students will pass ISTEP.

5th Grade:

90 percent of fifth grade students will pass ISTEP.

Assessments

Information garnered from identified reading screenings and curriculum-based measurements provide the necessary data for teachers to create flexible instructional groupings, select appropriate instructional materials and resources, make instructional aide staffing decisions, and choose appropriate scientifically based interventions.

K-3 screenings, assessments and data at Burris:

• LAS Links Placement Test for English Language Learners (state mandated)

- Dynamic Indicators of Basic Literary Skills (DIBELS), including DIBELS Next and Text Reading and Comprehension (TRC)
- K-2 Developmental Reading Assessment (DRA)
- Northwest Evaluation Association (NWEA) Primary (K-1) and Grades 2-5 Measures of Academic Progress (MAP) Reading Survey with Goals reading assessment
- Teacher observations, informal assessments and formal classroom assessments, including curriculum-based measurements administered twice monthly
- Indiana Reading Evaluation and Determination: (IREAD K-3)
- Indiana Statewide Testing of Educational Progress: Plus Language Arts (ISTEP+)
- Kindergarten Reading Readiness screening

The reading proficiency of each student in grades K-3 will be determined by utilizing the above assessments at predetermined intervals and levels (see chart below). The Dynamic Indicators of Basic Literary Skills (DIBELS) and NWEA are administered three times per year, and the ISTEP+ Language Arts and IREAD-3 tests are given in the spring of grade three. Teacher observations, informal assessments, curriculum based measurements and formal classroom assessments provide an ongoing view of student growth.

Burris Laboratory School K-3 Screenings, Assessments and Data												
	Kindergarten			F	First Grade		Second Grade		Third Grade			
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Developmental Reading Assessment - an ongoing classroom assessment administered by classroom teachers and/or instructional assistants that identifies student reading achievement through systematic observation, recording, and evaluation of reading performance. The test measures accuracy, fluency and comprehension and administered to our lower achieving reading students.	Х	Х	х	X	х	х	X	х	х	х	Х	Х
Northwest Evaluation Association Primary MAP Reading Survey with Goals – a computer-based assessment administered by school administrators and classroom teachers is statealigned and adapts to the child in real time as the test progresses to pinpoint learning achievement and readiness. The test compiles data on phonemic awareness, phonics, and concepts about print, vocabulary, comprehension and writing.	x	Х	х	X	Х	х						
Northwest Evaluation Association Grades 2-5 Reading Survey with Goals – a computer-based assessment administered by school administrators and classroom teachers is state- aligned and adapts to the child in real time as the test progresses to pinpoint							Х	Х	х	х	Х	Х

Burris Laboratory School K-3 Screenings, Assessments and Data												
	Kindergarten		First Grade		Se	Second Grade		Third Grade				
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
learning achievement and readiness. The test compiles data on word recognition, vocabulary, informational text structure, informational text comprehension, literary text structure and literary text comprehension												
LAS Links Placement Test – a state mandated test administered by the Assistant for Elementary Education and Special Services for newly enrolled English-language learners to assess English language proficiency for initial placement into appropriate instructional programs.	х			х			Х			X		
Indiana Reading Evaluation and Determination – an annual state mandated test based on Indiana Academic Standards that specifically tests foundational reading skills through grade three. Achieving proficiency on this exam fulfills the requirements of Public Law 109, ensuring that students can read before accessing a fourth grade curriculum.												X
Dynamic Indicators of Basic Literacy Skills (DIBELS)	Х	Х	Х	X	х	Х	X	X	X			
Kindergarten Reading Readiness screening	Х											
Indiana Statewide Testing for Educational Progress: Plus – an annual state mandated test based on Indiana Academic Standards that assesses students' knowledge of vocabulary, nonfiction/informational text comprehension, literary text comprehension, writing process, writing applications, and language conventions.												Х
Teacher Observations, Informal and Classroom Assessments - ongoing classroom assessments by classroom teachers that include curriculum based measurements, running records, unit assessments, and story quizzes that assess fluency, miscues, vocabulary, and comprehension.	Х	Х	х	х	Х	х	X	X	Х	X	Х	X

Burris administrators will review and monitor ongoing assessment data with teachers and parents in designing a differentiated reading curriculum with appropriate interventions to ensure continuous improvement in the academic performance of all elementary students.

Preventions/Interventions

Burris Laboratory School implements a Response to Instruction (RTI) program to assure outcome based, developmentally appropriate, differentiated instruction to all students in grades K-5 through evidence-based curricula for reading and math. RTI is a process that specifies elements of instruction at increasingly specialized levels (tiers). RTI requires the systematic collection, evaluation, and use for decision-making of data regarding student progress. Both criterion referenced assessments (comparing a student's performance to a criterion set for the instruction delivered) and norm referenced assessments (comparing a student's performance to same-grade peers over a large sample population) are given on a specified schedule. A summary of the tiered prevention/intervention model is provided on the following page.

Summary of Tiered Prevention/Intervention Model

Tier	Population assigned and time dedicated to instruction	Curriculum / Instructor	Assessment	Criteria for moving within Tiers
Tier 1 (Primary level): Universal prevention and intervention strategies	All students; 90-minute continuous reading block daily	Differentiated core curriculum plus teacher- identified supplemental instruction in flexible cross grade groups; classroom teachers and instructional assistants	 Curriculum-based measurement (CBMs) at least twice monthly Norm-referenced tests (NWEA, DIBELS) given fall, winter, and spring; ISTEP+ and IREAD-3 in spring Teacher observation 	✓ Pass all 3: Continue Tier 1 ✓ Pass 2 or 3: Differentiated instruction in Tier 1 ✓ Pass 1 or 0: Move to Tier 2
Tier 2 (Secondary level): Targeted small group strategies	Students failing to make adequate rate of progress at Tier 1; additional 30 minute block 3 times per week during the school day	Small group instruction to re-teach, reinforce, and remediate skills using alternative curriculum (Peer Assisted Learning Strategies – PALS); instructional specialists trained in methodology	Weekly probes on alternative curriculum Curriculum-based measurement (CBMs) at least twice monthly Norm-referenced tests (NWEA, DIBELS) given fall, winter, and spring; ISTEP+ and IREAD-3 in spring Teacher observation	 ✓ Continue Tier 2 if making progress ✓ Move to Tier 3 if not ✓ Move to Tier 1 if at grade-level expectancy
Tier 3 (Tertiary level): Intensive, individualized interventions	Students failing to make adequate rate of progress with Tier 2 instruction; 30-45 minute block of individual instruction three times weekly in addition to Tier 1 instruction	Single student or very small homogeneous group to re-teach, reinforce, and remediate skills using individualized curriculum (Lindamood-Bell reading programs) reading coach	 Weekly probes on alternative curriculum Curriculum-based measurement (CBMs) at least twice monthly Norm-referenced tests (NWEA, DIBELS) given fall, winter, and spring; ISTEP+ and IREAD-3 in spring Teacher observation 	 ✓ Continue Tier 3 if making progress ✓ Consider referral for special education if not making progress

Instruction

Burris provides quality instruction based on scientifically based reading research to students in a 90 minute reading block. The implementation of the newly adopted common core standards will be aligned to classroom instruction. In the spring 2012, the faculty will adopt a quality core reading instruction program. Results from the various assessments will drive subsequent instruction. Differentiated instruction is based on student needs.

Peer-Assisted Learning Strategies (PALS) is the main intervention for students who receive Tier 2 instruction 30 minutes daily. The focus of this supplemental instruction is to provide intensive practice of key reading skills.

The Lindamood programs for Tier 3 students teach the underlying skills necessary for reading, comprehension, and spelling. The approaches focus on sensory-cognitive functions related to learning by developing the underlying processes necessary for success in literacy. The Lindamood programs utilized are Lindamood Phoneme Sequencing (LiPS), Seeing Stars, and Visualizing and Verbalizing, LiPS develops phonemic awareness by relying on kinesthetic feedback to verify sounds within words and to monitor their reading, spelling and speech. Seeing Stars develops the student's ability to create imagery for sounds and letters in words. Visualizing and Verbalizing develops the student's ability to comprehend text.

In addition, students in grades K-3 not demonstrating grade level reading proficiency or above receive targeted interventions that may include the following:

- Multi-age reading clusters
- Individual and/or small group intervention with the teacher or instructional assistant
- Extending the school day with attendance at after school reading enhancement program
- Working with after school reading tutor
- After school homework assistance
- Summer school opportunities
- Working with parents, community members or volunteers during non-instructional classroom time
- Working with Teachers College reading faculty, preservice teachers, and accessing other university resources before, during or after school
- Teacher created parent/child literacy homework
- Retention prior to grade three

Developing targeted interventions:

- Parental access to materials and supplies in parent reading center located in the school
- Family Literacy Night a night of literacy activities hosted by Burris teachers, Ball State University preservice teachers, and Ball State University Teachers College faculty that provides activities and strategies to enhance parent/child literacy
- Parent and teacher reading workshops conducted by Teachers College reading specialists and Burris Elementary instructors

Progress Monitoring

- 1. The Coordinator of Special Services and the Assistant for Elementary Education and Special Programs, along with classroom teachers and instructional assistants, will create and maintain a database of all K-5 student reading assessment data. An individual student portfolio will be developed and maintained for each K-5 student containing historical and current assessment materials and data.
- 2. The Coordinator of Special Services and the Assistant for Elementary Education and Special Programs will meet with individual K-5 teachers at monthly intervals (or more often if needed) to review student portfolios and assessment information. Students reading below grade level will be identified and adjustments will be made to instructional strategies and reading materials utilized, and additional interventions will be recommended as needed.
- 3. Beginning in the second semester of kindergarten and continuing through grade three, or as needed, letters will be mailed every nine weeks to parents of students not reading at grade level requesting a parent conference. These conferences will include the classroom teacher, school principal or his/her designee, and Coordinator of Special Services and the Assistant for Elementary Education and Special Programs. At these meetings, parents will be informed of their student's reading progress, the types of reading interventions implemented, and the success of these interventions. Strategies and materials to support parent/child literacy will be made available to parents along with the following possible recommendations in the chart below.
- 4. The Burris principal/department chair will report the results of student reading achievement in the Burris annual report submitted to the Dean of Teachers College, Ball State University.

Possible Recommendations Prior to Retention								
	Kindergarten	First Grade	Second Grade	Third Grade				
Summer School – a four week program taught by a licensed elementary teacher that provides three hours per day of instruction and activities supporting language arts and mathematics skills.	Х	х	Х	х				
After School Reading Tutor – a one hour, twice weekly small group literacy program taught by a retired Burris elementary teacher that focuses on phonics, vocabulary, sight words, fluency, and reading comprehension.			X	Х				
During or After School Participation in EDRDG 430 Corrective Reading Class – a one hour, twice weekly one-on-one program working with a preservice teacher who provides assessment of reading difficulties and development of appropriate corrective treatments. Preservice teachers are under the supervision of a Ball State University reading specialist.			Х	Х				
General Education Intervention Committee (GEIC) Referral – a committee comprised of the classroom teacher, an administrator, special education teacher, and at least one other teacher who works with the child meet to discuss the social, emotional, and academic needs of the student. Recommendations for interventions,	X	х	Х	X				

Possible Recommendations Prior to Retention									
	Kindergarten	First Grade	Second Grade	Third Grade					
services and additional testing are discussed. A copy of the GEIC form is included in the student's portfolio.									
Special Education Testing – with parent permission, students are screened for learning disabilities, cognitive impairments or other emotional disabilities as determined by the classroom teacher, special education teacher and administrators.	X	X	X	х					

Promotion/Retention

- **Kindergarten** To reduce perceived negativity and achieve maximum benefit, decisions regarding retention must be made as early as possible in a child's education. Kindergarten students are in the classroom for a full day and have opportunity for extensive targeted academic intervention. Kindergarten students who received suggested interventions and services and continue to perform below grade level expectations will be considered for retention. A review of student performance data, established good cause exemptions and the circumstances of the individual child will be considered in the retention recommendation. A determination to promote or retain a child will be finalized at the earliest possible time as spring results of NWEA, DIBELS and other assessments become available.
- **First Grade** At Burris, we believe that retention at grade one can be successful in moving a student along the reading continuum to meet the goal of reading at grade level by the end of grade three. First grade students who received suggested interventions and services and continue to read one year below grade level will be considered for retention. A review of student performance data, established exemptions, and the individual circumstances of each child will be considered in the retention recommendation. A determination to promote or retain a child will be finalized at the earliest possible time as spring results of NWEA, DIBELS and other assessments become available.
- Second Grade At grade two, students have had access to two years of reading interventions.
 Second grade students who have received interventions and services and continue to read one
 year or more below grade level will be considered for retention. A review of student performance
 data, established exemptions, and the individual circumstances of each child will be considered
 in the retention recommendation. A determination to promote or retain a child will be finalized at
 the earliest possible time as spring results of DIBELS, NWEA and other assessments become
 available.
- Third Grade During the third grade year, identified students continue to receive interventions and services. By the end of grade three, students must demonstrate grade level or above reading performance by receiving a "pass" or "pass+" score on the Indiana Reading Evaluation and Determination (IREAD-3) assessment. Students who fall below this score will be candidates for retention unless excluded based on the following exemptions.

Good Cause Exemptions

Burris Laboratory School may exempt students from retention based on the following criteria:

- Students who have previously been retained two times prior to fourth grade.
- Students with disabilities whom their Case Conference Committee has determined that promotion is appropriate.
- English Learner students for whom their Individual Learning Plan (ILP) Committee has determined that promotion is appropriate.

Instructional Leadership

Administrators and teachers work together to ensure successful implementation of the Burris Reading Plan. This involves knowledge about the students, quality reading instruction and assessment, interpretation of data, and teacher needs. Building administrators are involved in monthly data meetings to discuss student learning and appropriate instruction (Tier 2 or 3).

Professional Development

Professional development is based on the student data, teacher evaluations and classroom walk throughs. The professional development is intended to provide teachers with ongoing support with knowledge, skills and materials to provide quality reading instruction to all students. Professional development will be differentiated to meet the needs of individual teachers. This will be achieved though coaching and classroom visits. The bi-weekly Reading Leadership Team meetings will provide information based on the needs of all teachers (e.g., differentiated instruction, using data to plan instruction, collaboration with professionals who teach Tiers 2 & 3, implementation of common core standards).

Commitment

In order to effectively implement the Burris reading plan, all stakeholders are committed to ensure quality-reading instruction.