

Region 4 Spotlight on Inclusive Practices Application

Response ID:1 Data

1.

Please complete the following information.

* **Required**

School Year

2014–2015

Date

02/01/2015

District/Organization

Spotlight ISD

Campus

Spotlight Elementary

Campus Phone Number

713.744.5555

Campus Mailing Address

555 Spotlight Boulevard

City

Houston

Zip

77092

Position

Spotlight Specialist

Title (Mr., Mrs., Ms., or Dr.)

Ms.

First Name

Bea

Last Name

Teacher

E-mail Address

bea.teacher@spotlightisd.org

Phone Number(s)

Work : 713.744.5555

2. Project Information

Abstract

Directions: Include a summary of the targeted innovative research-based practice or intervention and its benefit to students in inclusive settings.

Innovative research-based practices can include Universal Design for Learning (UDL) strategies, implementation of high quality co-teaching, technology, best practices such as the 5E instructional model, the gradual release model, McRel High-Yield Instructional Strategies, Multitiered Systems of Support (MTSS), etc.

This action research study examined the practices of effective third grade inclusive reading intervention programs. The action research included observations of reading instruction and intervention programs as well as survey and interview data regarding classroom reading practices in addition to progress-monitoring data. The programs provided opportunities for professional development and included shared responsibility for student success. Intervention strategies included Peer-Assisted Learning Strategies (PALS) developed by Drs. Doug and Lynn Fuchs as well as instruction designed by the campus reading specialist.

Demographics

Directions: Include relevant demographic information such as demographic information for the targeted populations.

Spotlight Elementary, with a student population of 610, grades PK through 5, is located near Houston in Spotlight ISD. The campus consistently performs the lowest among the six elementary schools in the district with only 35% of third grade students passing the third grade STAAR reading test in 2014. The student population is 57% Hispanic, 22% African American, 20% Caucasian, and 1% not reported. Eighty six percent of the students at the school are eligible to receive free or reduced price lunches. Only 14% of students with special needs passed the third grade STAAR reading test in 2014.

Assessment Information

Directions: Include information from current Performance Indexes (1, 2, 3, and 4). Include relevant Texas Academic Performance Report (TAPR) information, demonstrating growth or achievement for the targeted inclusive population and other pertinent assessment information.

Spotlight Elementary met the Performance Target Score for Index 4 only in 2014. The 2014 Texas Academic Performance Report indicated that the campus' third grade STAAR scores fell below the district and the state in reading but exceeded the district score in math. Classroom teachers screened 84 third grade students in the fall of 2014 using a district benchmark assessment. Thirty one percent of these students received scores falling below the benchmark expectations and began receiving Tier 2 and Tier 3 PALS literacy interventions. The interventions continued throughout the school year. The January benchmark assessment showed that 23 of the 26 students met proficiency standards.

Innovative Practice or Intervention

Directions: Include a brief but specific description of the innovation or intervention used.

Spotlight Elementary's reading specialist, third grade classroom teachers, and assistant principal collaboratively designed and implemented the literacy intervention plan. Peer Assisted Learning Strategies (PALS) were used. Students were scheduled for daily 20 minute small-group intervention sessions. Ten students were scheduled for additional time three days a week. The interventions took place during center time or during specials for the first 10 weeks of school. Classroom teachers reinforce each intervention lesson two times per week. Skill-building and meaning-making activities were used, such as sound sorts, matching concentration games, journal writing, and supported reading of familiar texts. The reading specialist provided several in-services early in the year, demonstrating the activities that should be included during small-group instruction. Parents were invited to three parent-teacher nights, where teachers taught parents how to reinforce reading skills that the students were learning. Texts read during small-group time were sent home for rereading.

Discussion

Directions: Include refinements to the targeted practice and plans for the use of new resources and trainings.

The Spotlight School resources will be used for additional reading materials and to systematize the intervention to include fourth and fifth grades. The reading specialist will train fourth and fifth grade teachers during two upcoming Saturdays. Spotlight Elementary will need \$2,000 to implement these trainings and purchase resources.

Limitations

Directions: Include information regarding any weaknesses, restrictions in size, time of constraints, or other disadvantages.

Since the intervention included only third grade teachers, it is not yet evident that this process will work as effectively in additional grades. Adjustments to the process may need to be implemented.

In addition, a way to systematize the intervention so that it is not dependent on the input of a reading specialist is needed.

Conclusion

Directions: Describe conclusions based on the results of the implementation of the innovation or intervention.

Building on the success of the intervention program by continuing the current structure while adding additional supports and grade levels to systematize the intervention will be the goal for 2015–2016. Spotlight Elementary will download current intervention lessons into an electronic file accessible to all teachers and will invite other specialists and teachers to add to the current file.
