

Batavia Educational Program Review (BEPR)
2009 – 2010

Program: K-8 Literacy
November 23, 2009

BEPR Committee Members:

Elaine Dugan – Reading Specialist AGS
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Batavia Educational Program Review (BEPR)

2009 – 2010

Program: K-8 Literacy

Program Commitment: Level I (Current Funding)

I. Program Outcomes:

- A. Increase student achievement in literacy.
- B. Increase and enhance effectiveness of literacy instruction for classroom teachers.
- C. Improve awareness of the essential components of literacy for district leaders.
- D. Support and participate in the collaborative process of Response to Intervention (RtI).
- E. Strengthen effective use of intervention instruction for teachers: classroom, specials, special education; aides, support & building staff, and community volunteers.
- F. Educate families in effective home literacy practices to use with their children throughout their developmental growth.
- G. Educate all stakeholders on the administration and interpretation of results for literacy assessments at all grade levels.

II. Program Activities:

- A1. Provide direct early intervention services for small groups of at-risk students in kindergarten through second grade.
- A2. Provide leadership in student advocacy.
- B1. Support all classroom teachers' literacy instruction by modeling lessons, identifying resources, and supporting curriculum implementation along with related student needs.
- B2. Guide new teachers as they learn the reading curriculum, through planning, co-teaching, locating resources and answering questions.
- B3. Facilitate professional development through various options, including but not limited to: Flexible Institute offerings, Institute Day presentations, and ongoing collaboration with grade level teams, classroom teachers, specials' teachers, special education staff, and instructional aides.
- B4. Locate, read, synthesize and disseminate current reading research for colleagues and administrators as it pertains to our literacy instruction in Batavia.
- B5. Attend literacy workshops and conferences, as funding permits, to gain knowledge and share information with colleagues.
- C1. Support implementation of the literacy objectives of the District Improvement Plan.
- C2. Support district literacy initiatives through service on district and building level committees.
- D1. Provide direct intervention services as schedules permit for an individual or small groups of at-risk students in grades 3-5.
- D2. Attend problem solving meetings (individual, grade level team, building level).
- E. Facilitate intervention implementation by collaborating with various building personnel to provide assistance with scheduling, materials, instructional procedures, assessments, management, and training of those providing intervention across all grade levels.
- F. Maintain lines of communication with families of students participating in reading resource services. (Conferences, progress reports, parent education meetings, periodic newsletters)
- G. Assist with universal screenings, benchmark assessments, progress monitoring tools, and other district assessments. Analyze and interpret the data for teachers and administrators.

III. Program Evaluation:

- A. Illinois Snapshot of Early Literacy (ISEL) K/1 and ISEL-2 (Outcomes A, D, E, G)
- B. Illinois Standards Achievement Test (ISAT) (Outcomes A, B, D, E, F, G)
- C. Measures of Academic Progress (MAP) (Outcomes A, B, D, E, F, G)

- D. Running records (Outcomes A, B, F, G)
- E. Fountas and Pinnell Benchmark Assessment (Outcomes A, B, D, E, G)
- F. Observation Survey of Early Literacy Achievement (OSELA) (A, B, D, E, G)
- G. Parent Surveys (F, G)
- H. Anecdotal Records (A, B, F, G)
- I. Workshop Evaluation Forms (B, C, D, E, G)

IV. Program Expenditures: Current Level of Funding

IV. Program Expenditures	Level 1: Current
Salaries - Certified Staff	652,671
Fringe Benefits - Certified	82,757
Salary - Non Certified Staff	0
Fringe Benefits - Non Certified	0
Purchased Services	0
Supplies/Materials	0
Equipment	0
Other / Tuition	0
Non-Capitalized Equipment	0
Total	735,428
Minus Revenue	331,848
District Program Cost	403,580
FTE - Certified	7.60
FTE - Non Certified	0.00

Batavia Educational Program Review (BEPR)

2009 – 2010

Program: K-8 Literacy

Program Commitment: Level 2 (10% Reduction from Level 1)

I. Program Outcomes:

- A. Increase student achievement in literacy.
- B. Increase and enhance effectiveness of literacy instruction for classroom teachers.
- C. Improve awareness of the essential components of literacy for district leaders.
- D. Support and participate in the collaborative process of Response to Intervention (RtI).
- E. Strengthen effective use of intervention instruction for teachers: classroom, specials, special education; aides, support & building staff, and community volunteers.
- F. Educate families in effective home literacy practices to use with their children throughout their developmental growth.
- G. Educate all stakeholders on the administration and interpretation of results for literacy assessments at all grade levels.
- H. Reduce reading personnel from 7.6 to 7.15.**

II. Program Activities:

- A1. Provide direct early intervention services for small groups of at-risk students in kindergarten through second grade.
- A2. Provide leadership in student advocacy. **Reduced ability to effectively advocate for students.**
- B1. Support all classroom teachers' literacy instruction by modeling lessons, identifying resources, and supporting curriculum implementation along with related student needs. **Reduced support for classroom teachers.**
- B2. Guide new teachers as they learn the reading curriculum, through planning, co-teaching, locating resources and answering questions. **Reduced support for new classroom teachers.**
- B3. Facilitate professional development through various options, including but not limited to: Flexible Institute offerings, Institute Day presentations, ongoing collaboration with grade level teams, classroom teachers, specials' teachers, special education staff, and instructional aides. **Fewer opportunities to provide professional development.**
- B4. Locate, read, synthesize and disseminate current reading research for colleagues and administrators as it pertains to our literacy instruction in Batavia. **Greatly effected timeliness in which to share current reading research.**
- B5. Attend literacy workshops and conferences, as funding permits, to gain knowledge and share information with colleagues. **Eliminate opportunities to attend workshops and conferences.**
- C1. Support implementation of the literacy objectives of the District Improvement Plan. **Reduced ability to support implementation of the literacy objectives of the District Improvement Plan.**
- C2. Support district literacy initiatives through service on district and building level committees. **Reduced ability to effectively serve on district committees and building level committees.**
- D1. Provide direct intervention services as schedules permit for an individual or small groups of at-risk students in grades 3-5. **Eliminate direct intervention services for grades 3-5.**
- D2. Attend problem solving meetings (individual, grade level team, building level). **Reduced ability to attend problem solving meetings.**
- E. Facilitate intervention implementation by collaborating with various building personnel to provide assistance with scheduling, materials, instructional procedures, assessments, management, and training of those providing intervention across all grade levels. **Severely impact collaboration opportunities for intervention implementation**

- F. Maintain lines of communication with families of students participating in reading resource services. (conferences, progress reports, parent education meetings, periodic newsletters)
- G. Assist with universal screenings, benchmark assessments, progress monitoring, and other district assessments. Analyze and interpret the data for teachers and administrators. **Significantly reduced ability to assist with assessments and assessment analysis.**

II. Program Evaluation:

- A. Illinois Snapshot of Early Literacy (ISEL) K/1 and ISEL-2 (Outcomes A, D, E, G)
- B. Illinois Standards Achievement Test (ISAT) (Outcomes A, B, D, E, F, G)
- C. Measures of Academic Progress (MAP) (Outcomes A, B, D, E, F, G)
- D. Running records (Outcomes A, B, F, G)
- E. Fountas and Pinnell Benchmark Assessment (Outcomes A, B, D, E, G)
- F. Observation Survey of Early Literacy Achievement (OSELA) (A, B, D, E, G)
- G. Parent Surveys (F, G)
- H. Anecdotal Records (A, B, F, G)
- I. Workshop Evaluation Forms (B, C, D, E, G)

III. Program Expenditures: 10% Decrease in Funding

IV. Program Expenditures	Level 1: Current	Level 2: - 10%		Dif. 1 / 2
Salaries - Certified Staff	652,671	614,026		-38,645
Fringe Benefits - Certified	82,757	77,857		-4,900
Salary - Non Certified Staff	0	0		0
Fringe Benefits - Non Certified	0	0		0
Purchased Services	0	0		0
Supplies/Materials	0	0		0
Equipment	0	0		0
Other / Tuition	0	0		0
Non-Capitalized Equipment		0		
Total	735,428	691,883	0	-43,545
Minus Revenue	331,848	331,848		0
District Program Cost	403,580	360,035		-43,545
FTE - Certified	7.60	7.15		-0.45
FTE - Non Certified	0.00	0		0.00

We have been highly effective reading specialists and have been able to accomplish many of our program outcomes and activities every school year because we each work consistently in one school. This has enabled us to establish a rapport with students, staff and parents in our buildings. We are strong advocates for students as they progress from Kindergarten through fifth grade and are able to coach and support our teachers and other staff members in their literacy learning because we know both students and staff well. We provide on-going professional development for staff as determined by our staffs' needs with which we are familiar because we spend each day together engaged in literacy endeavors. A reduction in services will compromise our ability to be highly effective literacy leaders in our buildings as well as in the district. We are also concerned about a potential negative impact in continuing to meet our program targets with our most at-risk students, and accomplishing the varied related activities. Specifically:

- **Reduced ability to effectively advocate for students.**
- **Reduced support for classroom teachers both novice and experienced.**
- **Fewer opportunities to provide professional development.**
- **Greatly effected timeliness in which to share current reading research.**
- **Eliminate opportunities to attend workshops and conferences.**

- **Reduced ability to support implementation of the literacy objectives of the District Improvement Plan.**
- **Reduced ability to effectively serve on district committees and building level committees.**
- **.Eliminate direct intervention services for grades 3-5.**
- **Reduced ability to attend problem solving meetings.**
- **Severely impact collaboration opportunities for intervention implementation**
- **Significantly reduced ability to assist with assessments and assessment analysis.**

Differential: \$-43,545
(Difference between
Level 1 & Level 2 funding)

Batavia Educational Program Review (BEPR)

2009 – 2010

Program: Literacy K-8

Program Commitment: Level 3 (25% decrease from Level 1)

I. Program Outcomes:

- A. Increase student achievement in literacy.
- B. Increase and enhance effectiveness of literacy instruction for classroom teachers.
- C. Improve awareness of the essential components of literacy for district leaders.
- D. Support and participate in the collaborative process of Response to Intervention (RtI).
- E. Strengthen effective use of intervention instruction for teachers: classroom, specials, special education; aides, support & building staff, and community volunteers.
- F. Educate families in effective home literacy practices to use with their children throughout their developmental growth.
- G. Educate all stakeholders on the administration and interpretation of results for literacy assessments at all grade levels.
- H. Reduce reading personnel from 7.6 to 6.55.**

II. Program Activities:

- A1. Provide direct early intervention services for small groups of at-risk students **in primary grades as time permits. Some students will be underserved.**
- A2. Provide leadership in student advocacy. **Severely reduced ability to effectively advocate for students.**
- B1. Support all classroom teachers' literacy instruction by modeling lessons, identifying resources, and supporting curriculum implementation along with related student needs. **Limited support for classroom teachers.**
- B2. Guide new teachers as they learn the reading curriculum, through planning, co-teaching, locating resources and answering questions. **Limited support for new classroom teachers.**
- B3. Facilitate professional development through various options, including but not limited to: Flexible Institute offerings, Institute Day presentations, and ongoing collaboration with grade level teams, classroom teachers, specials' teachers, special education staff, and instructional aides. **Few opportunities to provide professional development for staff.**
- B4. Locate, read, synthesize and disseminate current reading research for all colleagues and administrators as it pertains to our literacy instruction in Batavia. **Severely effected timeliness in which to share current reading research.**
- B5. Attend literacy workshops and conferences, as funding permits, to gain knowledge and share information with colleagues. **Eliminate opportunities to attend workshops and conferences**
- C1. Support implementation of the literacy objectives of the District Improvement Plan. **Severely reduced ability to support implementation of the literacy objectives of the District Improvement Plan.**
- C2. Support district literacy initiatives through service on district and building level committees. **Severely reduced ability to serve effectively on district committees and building level committees.**
- D1. Provide direct intervention services as schedules permit for an individual/small group of at-risk students in grades 3-5. **Eliminate direct intervention services for grades 3-5.**
- D2. Attend problem solving meetings (individual, grade level team, building level). **Severely reduced ability to attend problem solving meetings**
- E. Facilitate intervention implementation by collaborating with various building personnel to provide assistance with scheduling, materials, instructional procedures, assessments, management, and training of those providing intervention across all grade levels. **Grave impact on collaboration opportunities for intervention implementation.**

- F. Maintain lines of communication with families of students participating in reading resource services. (conferences, progress reports, parent education meetings, periodic newsletters) **Compromised ability to fully communicate with families in a timely manner.**
- G. Assist with universal screenings, benchmark assessments, progress monitoring, and other district assessments. Analyze and interpret the data for teachers and administrators. **Severely reduced ability to assist with assessments and assessment analysis.**

III. Program Evaluation:

- A. Illinois Snapshot of Early Literacy (ISEL) K/1 and ISEL-2 (Outcomes A, D, E, G)
- B. Illinois Standards Achievement Test (ISAT) (Outcomes A, B, D, E, F, G)
- C. Measures of Academic Progress (MAP) (Outcomes A, B, D, E, F, G)
- D. Running records (Outcomes A, B, F, G)
- E. Fountas and Pinnell Benchmark Assessment (Outcomes A, B, D, E, G)
- F. Observation Survey of Early Literacy Achievement (OSELA) (A, B, D, E, G)
- G. Parent Surveys (F, G)
- H. Anecdotal Records (A, B, F, G)
- I. Workshop Evaluation Forms (B, C, D, E, G)

IV. Program Expenditures: 25% Decrease in Funding

Level 1: Current	Level 2: - 10%	Level 3: - 25%	Dif. 1 / 2	Dif. 1 / 3
652,671	614,026	562,499	-38,645	-90,172
82,757	77,857	71,324	-4,900	-11,433
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
735,428	691,883	633,823	-43,545	-101,605
331,848	331,848	331,848	0	0
403,580	360,035	301,975	-43,545	-101,605
7.60	7.15	6.55	-0.45	-1.05
0.00	0.00	0	0.00	0.00

We have been highly effective reading specialists and have been able to accomplish many of our program outcomes and activities every school year because we each work consistently in one school. This has enabled us to establish a rapport with students, staff and parents in our buildings. We are strong advocates for students as they progress from Kindergarten through fifth grade and are able to coach and support our teachers and other staff members in their literacy learning because we know both students and staff well. Our on-going professional development is determined by our staffs' needs with which we are familiar because we spend each day together engaged in literacy endeavors. A reduction in services will compromise our ability to be highly effective literacy leaders in our buildings as well as in the district. We are also concerned about a potential negative impact in continuing to meet our program targets with our most at-risk students, and accomplishing the varied related activities. Specifically:

- o **Service students in primary grades as time permits. Some students will be underserved.**

- **Severely reduced ability to effectively advocate for students.**
- **Limited support for classroom teachers.**
- **Limited support for new classroom teachers.**
- **Few opportunities to provide professional development for staff.**
- **Severely effected timeliness in which to share current reading research.**
- **Eliminate oppportunities to attend workshops and conferences**
- **Severely reduced ability to support implementation of the literacy objectives of the District Improvement Plan.**
- **Severely reduced ability to serve effectively on district committees and building level committees.**
- **Eliminate direct intervention services for grades 3-5.**
- **Severely reduced ability to attend problem solving meetings**
- **Grave impact on collaboration opportunities for intervention implementation.**
- **Compromised ability to fully communicate with families in a timely manner.**
- **Severely reduced ability to assist with assessments and assessment analysis.**

Differential: \$101,605
(Difference between
Level 1 & Level 3 funding)