

Members of the Reading Leadership Team

Abigail Comber, Principal

Ra'Chelle Spearman, Assistant Principal

Courtney Harnish, Counselor

Sarah Gaither, Title I Teacher, ELL Instructor, Dyslexia Support Coordinator

Jenny Gibson, Special Education Teacher

Measurable Student Achievement Goals

- 95% of all kindergarten students will identify and name all upper and lowercase letters of the alphabet
- 95% of first grade students will decode one-syllable words with the major syllable types (CVC, CVr, V, VV, VCe), independent of context
- 95% of second grade students will use knowledge of the six major syllable types, (CVC, CVr, V, VV, VCe), to decode two-syllable words, independent of context
- 95% of students will pass IREAD
- 95% of fourth grade students will describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text
- 95% of fifth grade students will compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts

Reading and Writing Curricula and Assessment

As a laboratory school, Burriss is engaged in the development, evaluation, and testing of new materials and the effectiveness evaluation of established materials. As such, our teachers are actively engaged in the science of reading and writing through weekly professional development that is school-based, in collaboration with Ball State University, and via professional conferences.

Our approach to reading instruction is rooted in a combination of evidence-based practices and teacher-curated curriculum. In the elementary grades, instruction is guided by Orton-Gillingham principles and supported by a literacy team that collaborates with classroom teachers to develop and adapt curriculum to meet the differentiated needs of all students. This allows for intentional phonics instruction alongside rich, comprehension-based experiences with both fiction and nonfiction texts.

In the middle school, reading is intentionally embedded across all subject areas—including math and science—to support disciplinary literacy and vocabulary development. In language arts courses, students engage with both fiction and nonfiction texts through whole-group instruction, small-group discussions, and independent reading. This integrated approach allows

students to strengthen fluency, deepen comprehension, and build academic vocabulary in authentic, meaningful ways.

Remediation programs use OG, decodable readers, and Seeing Stars.

Assessment Monitoring (not an exhaustive list)

- Phonemic Awareness - PAST (Phonological Skills Assessment)
- Phonics - OG Beginning, Middle, and End of year assessments/Decodable Reader Assessments
- Fluency - Running Records and Benchmark Assessments
- Vocabulary - NWEA
- Comprehension - NWEA and Running Records
- Monthly grade-level data and MTSS meetings to identify needs and interventions

Dyslexia Reporting, 2024-2025

Specialist Trained in Dyslexia: Sarah Gaither, training received includes IMSE Orton Gillingham Comprehensive, IMSE Orton Gillingham Morphology, IMSE Orton Gillingham Phonological Awareness, Lindamood Bell Lips, Lindamood Bell Seeing Stars, Lindamood Bell Visualizing and Verbalizing

During the 2023-2024, our Kindergarten, 1st, and 2nd grade students (137 total) were screened using the NWEA Map Reading Fluency screener. Of these screened students, 12 students showed risk for dyslexia, 10 of whom received intervention.

Orton Gillingham Comprehensive was used to assist the identified students.