

DIBELS: Impacting Primary Level Reading Instruction



GRANT RECIPIENTS

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NYS STANDARD

Standard 2: *Language for Literacy
Response and Expression*

GRADE LEVEL

Kindergarten thru Grade 2

STUDENTS SERVED

Approximately 232 students

PROGRAM DESCRIPTION

The grant's purpose was to provide teachers with a reliable, standardized method of assessment in the area of early reading literacy. Once teachers were able to individually assess a student's early reading skills they could better provide explicit, systematic instruction based on scientifically-researched practices. The DIBELS assessment also included progress monitoring for at-risk students.

Use of the DIBELS was developed with the reading department and the k-2 classroom teachers. All staff went through an initial full-day workshop on how to administer the assessment. A half-day workshop was used to discuss data gathered and how to interpret it.

The grant helped to purchase the DIBELS kits, stopwatches, intervention resources and paid for substitutes. It was key that the district supported the grant by paying for additional substitute time and an online data collection system.

STUDENT OUTCOMES

This grant helped to detect students with potential reading difficulties before they fell behind. This allowed teachers the opportunity to provide explicit interventions and to progress monitor student progress. By doing this, students were not *stuck* in an intervention program that was not focused upon what they specifically needed. Also, teachers could detect whether their instruction was effective or needed adjusting due to the progress monitoring.

Meanwhile, students were getting the intervention they needed to become more successful readers. As they honed their skills they were able to perform more confidently.