

Read Well by Third Grade: K-4 Literacy Plan 2012

Goals and Objectives

In the Fridley Public Schools, we define reading proficiency as the ability to independently read and understand textual material that is appropriate to the age and grade level of the student. Reading proficiency is ensured for all students by implementing research-based core reading instruction. Students are assessed using school-wide screening measures to identify students at risk of not meeting proficiency levels outlined by the state of Minnesota. Research-based reading interventions are provided to the identified students.

School staff meets regularly to review data ([Trend data](#)) collected from screening measures and to make instructional decisions based upon this data. Results of this data review include:

- Evaluation of the overall effectiveness of the core curriculum.
- Adjustments of the core curriculum to more effectively meet the needs of all students.
- Determination of appropriate instructional intervention for at-risk students.

Curriculum and Instruction

To view the literacy curriculum maps currently in use in the Fridley Public Schools click here:

[Online Curriculum Maps](#)

Process to Assess Students' Reading Proficiency

The following table outlines the assessment measures that are used with all students. Students who achieve the stated goals are on track to become a proficient reader by the end of third grade.

	Name of Measure	Measure Of:	Dates Administered	Goals		
				September	January	June
Kindergarten	Letter Identification	Letter Identification	September	30		
	Letter Sound Knowledge	Letter Sound Knowledge	November	35 (Nov)		
	DIBELS Phoneme Segmentation Fluency	Phoneme Segmentation	March, June		18 (Mar)	35
	Fountas And Pinnell Benchmark Assessment	Word Accuracy and Comprehension	January, June		A	C

	Name of Measure	Measure Of:	Dates Administered	Goals		
				September	January	June
Grade 1	Letter Sound Knowledge	Letter Sound Knowledge	September	50		
	DIBELS Phoneme Segmentation Fluency	Phoneme Segmentation	September	35		
	DIBELS Oral Reading Fluency	Oral Reading Fluency	January, June		20	40
	Fountas And Pinnell Benchmark Assessment	Word Accuracy and Comprehension	September, June	C		I
Grade 2	DIBELS Oral Reading Fluency	Oral Reading Fluency	September, January, June	44	68	90
	Fountas And Pinnell Benchmark Assessment	Word Accuracy and Comprehension	September, June	I		M
	NWEA-MAP	Overall Reading Proficiency	September, June	176		189
Grade 3	DIBELS Oral Reading Fluency	Oral Reading Fluency	September, January, June	77	92	110
	Fountas And Pinnell Benchmark Assessment	Word Accuracy and Comprehension	September, June	M		P
	NWEA-MAP	Overall Reading Proficiency	September, June	190		199
Grade 4	DIBELS Oral Reading Fluency	Oral Reading Fluency	September, January, June	93	105	118
	Fountas And Pinnell Benchmark Assessment	Word Accuracy and Comprehension	September, June	P		T
	NWEA-MAP	Overall Reading Proficiency	September, June	200		206

*Classroom teachers and reading teachers are responsible for the administration of all reading assessments.

**Results of June screening measures are reported to the Commissioner of Education annually.

The above stated proficiency levels have been determined by assessment publishers and through the review of student trend data collected in Fridley Public Schools.

Diagnostic assessments are administered to students most at risk of not meeting grade level proficiency. The specific diagnostic instruments used are selected on a case-by-case basis according to the individual needs of each student. Results of these assessments determine the type and intensity of instruction that will be most effective. Progress toward proficiency is monitored through regular assessment, and adjustments in instruction are made to maximize student growth.

Data is shared with families at least three times per year through progress reporting and parent-teacher conferences. Families may request further information at any time.

Intervention and Instructional Support Process

All students receive grade-level instruction in literacy within the classroom. The content of this instruction is guided by MN state literacy standards. It is delivered using scientifically based strategies in the five key components of literacy instruction as outlined by the National Reading Panel. These components are: Phonemic awareness, phonics, reading fluency, vocabulary development, and text comprehension. Teachers collaborate regularly to create and revise the literacy curriculum to best meet the needs of the students we serve. Student assessment data is used to guide this process.

Students at risk of not meeting standards receive instructional support in addition to core instruction to accelerate their literacy development. The level, intensity and frequency of this support are determined by the needs of the student. This support may occur within the classroom or in a separate setting. The progress of students receiving intervention support is reviewed after a minimum of 8 weeks of service to determine the effectiveness of the intervention. A decision is made at the time of the review whether to continue the intervention service or to make a change to the instructional plan for the student. Levels of instructional support and academic intervention provided to at-risk students:

Support Level 1 (All level 1 interventions are administered by classroom teachers, reading teachers and other trained individuals)	
<i>Intervention Focus</i>	<i>Description</i>
Letter Identification	Instruction of the names of the letters of the alphabet
Letter Sound Knowledge	Instruction of the most common sounds made by each letter of the alphabet
Phonemic Awareness	Instruction in hearing and manipulating sounds in spoken words
Concepts About Print	Instruction in the basic concepts of how printed text works, such as: <ul style="list-style-type: none">• What is a letter?• What is a word?

	<ul style="list-style-type: none"> • Reading left to right
Phonics	Instruction in how the sounds in spoken language are represented in print
Word Reading Strategies	Instruction in strategies to be used in reading unknown words
Reading Fluency	Instruction in reading accurately and with appropriate speed and expression
Vocabulary	Instruction in strategies to be used in learning new words
Comprehension	Instruction in strategies to be used in understanding what is read, such as: <ul style="list-style-type: none"> • Retelling • Summarizing • Inferring meaning

Support Level 2 (All level 2 interventions are administered by a highly qualified reading teacher)	
<i>Intervention</i>	<i>Description</i>
Level 2 Letter Identification	Students work 1-on-1 with an adult to learn the names of the letters of the alphabet
Level 2 Letter Sound Knowledge	Students work 1-on-1 with an adult to learn the most common sound made by each letter of the alphabet
Reading Recovery	Students work 1-on-1 with a reading teacher specifically trained in Reading Recovery instruction
Orton Gillingham	Students work 1-on-1, or in small groups with a reading teacher specifically trained in Orton Gillingham instruction
<i>*Other support level 2 interventions may be designed depending upon student needs and resources available.</i>	

Support Systems for English Learners

Fridley Public Schools uses a collaborative model for the delivery of oral language and linguistic instruction. Classroom teachers and EL staff work together to develop curriculum that will meet the linguistic needs of all students. Screening assessments are used to place students in classrooms where language instruction can be provided in a targeted manner. All students with a language background other than English participate in an annual assessment of their English language proficiency. All instructional staff receives training in instructional strategies designed to accelerate the English language acquisition of all students. These strategies are used to differentiate the instruction in order to best meet the individual needs of each student. Students with the greatest needs in the area of English language acquisition receive small group or individualized instruction from a licensed English language teacher.

Parent Notification and Involvement

Core literacy instruction and intervention supports are aligned with Minnesota state literacy standards. Literacy curriculum maps and information on intervention supports are available to parents upon request.

Family-teacher conferences are held twice per year to discuss assessment data and instructional plans for each student.

Report cards are sent with all students three times per school year to communicate each student's progress toward meeting state literacy standards. Additional progress information is sent to the families of students most at risk of not meeting standards.

Families of the most at-risk students have an opportunity to partner with classroom teachers and reading teachers. Students, families and teachers are asked to sign an agreement that outlines the individual responsibilities of each stakeholder.

Information on how families can support a child's literacy development is provided at least monthly. Families of at-risk students receive additional information related specifically to the needs of their child.

This information may be shared in any of the following ways:

- Parent-teacher conferences
- Family nights
- Family newsletters
- Information shared on a website
- Email

Professional Development

All elementary teachers are engaged in on-going professional development on scientifically based reading instruction. The following practices are used to ensure that teachers are equipped with the most recent research-based instructional strategies:

- Teachers collaborate twice per year to analyze the results of screening measures and make instructional decisions.
- Teachers are given time weekly for horizontal collaboration.
- Classroom teachers receive training in intervention techniques to be used with at-risk students in the classroom.
- At least 2 staff development sessions per school year are designated for training in literacy instruction. The content of these sessions is determined by the results of data analysis.
- Teachers new to Fridley Public Schools are trained in the implementation of the core curriculum, district assessments, and literacy interventions.
- Instructional leaders and administrators observe and evaluate all teachers each school year. The goal of these observations is to improve instructional effectiveness for all students.

Communication System for Annual Data Reporting

Annual Data will be reported using the school district website and included in the Annual Report mailing to all residents and families of enrolled students.

Stakeholder Feedback Process

All stakeholders will have access to the plan and have the opportunity to complete a survey to submit comments and suggestions.