

Read Well by Third Grade: K-5 Literacy Plan

Goals and Objectives

In Fridley Public Schools, we define reading proficiency as the ability to independently read and understand textual material appropriate to the age and grade level of the student. We strive for reading proficiency 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 students showing the greatest need (high risk). School staff meets regularly to review data collected from screening measures and to make instructional decisions based on 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 and large group interventions.
- Progress and outcomes related to interventions that are concurrent.

Curriculum and Instruction

All K-5 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. Student assessment data is used to inform this process.

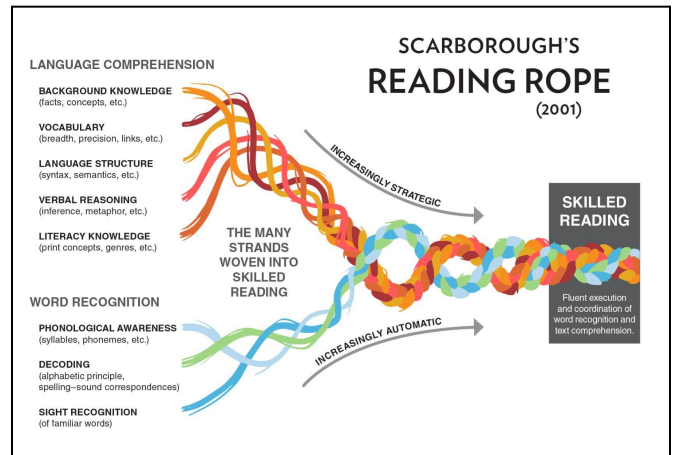
In our language instruction we value:

- High expectations for all students.
- High levels of teacher expertise and a culture of continuous professional learning.
- Linguistic, ethnic, and cultural diversity.
- Multilingualism (the use of more than one language by individuals and the learning community).
- Teams taking collective responsibility for the success of each student.
- Using evidence gained from systematic observation and ongoing assessment.
- Effective practices appropriate to whole-class, small-group, and individual contexts.
- Students engaging in authentic inquiry about topics that fuel their intellectual curiosity.
- Students as powerful agents in their own learning, frequently making choices.
- Exposure to lots of texts providing rich, diverse examples of genre, theme, topic, setting, and other literary qualities.
- Students thinking, talking, reading, and writing about their world and gaining an understanding of their roles as informed global citizens.

We implement a gradual release model for teaching literacy content. New concepts and skills are modeled by the teacher, then practiced together, and finally students are provided opportunities for independent application (I do, We do, You do). The core literacy block consists of a balance of whole group instruction, small group instruction, and opportunities for independent practice in reading, writing, and word study.

We recognize that many strands are woven into skilled reading. Language comprehension and word recognition contain specific skills that are somewhat independent yet influence one another in the development of proficient readers. (Scarborough, 2001) Our students receive explicit and systematic instruction in each of these strands.

We offer young learners robust learning opportunities where literacy is not only an integral part of core educational programming, but something that is reinforced and enriched everyday through a wide variety of learning experiences.



Elementary Common Guidelines and Expectations for Literacy Instruction:

- Students are engaged in literacy activities for a minimum of 90 minutes per day.
- Students read and write every day for a variety of purposes.
- Classroom teachers confer with individual students regularly to provide feedback.
- Different components of literacy may be happening in the classroom simultaneously.
- Teachers conduct regular guided reading groups (small group instruction) with every scholar. Grouping should be flexible and based on specific skills that need development.
- Students reading below grade level benchmarks receive additional reading instruction that is targeted to their individual needs. Intervention takes place outside of and in addition to the core literacy block.
- To promote transdisciplinary learning other subject areas should be integrated into the literacy block. For example, a specific literacy skill or strategy may be taught using a text that relates to science or social studies content.

Process to Assess Students' Reading Proficiency

Reading proficiency develops over time, and students of all abilities need sustained and intentional reading instruction throughout their K-12 schooling. It is important to monitor student progress toward reading proficiency in order to ensure that instruction is meeting the needs of all students and that proper support services are in place for those needing additional instructional time. Through regular screening and assessment, teachers identify which students need more help and which are likely to make good progress with quality core instruction alone.

Step 1: Universal Screening

The following table outlines the universal screening measures that are used with all students. Students who achieve the stated goals are on track to become proficient readers by the end of third grade and beyond.

			Fall	Winter	Spring
Grade	Universal Screening Assessment Used	Purpose	On Target Goal	On Target Goal	On Target Goal
K	FastBridge Early Reading Composite	Dyslexia screener, Letter Names, Letter Sounds, Print Concepts, Fluency	32	50	64
1	FastBridge Early Reading Composite	Dyslexia screener, Letter Sounds, Decoding, Fluency, Phonics	33	52	66
2	FastBridge aReading	Broad Reading, Comprehension	469	481	490
2	FastBridge CBM Oral Reading Fluency	Dyslexia screener, Fluency, Accuracy	56	84	101
3	FastBridge aReading	Broad Reading, Comprehension	490	498	503
3	FastBridge CBM Oral Reading Fluency	Dyslexia screener, Fluency, Accuracy	87	110	125
4	FastBridge aReading	Broad Reading, Comprehension	502	509	513
4	FastBridge AUTOREading	Automaticity of encoding, word identification, vocabulary	502	509	513
5	FastBridge aReading	Broad Reading, Comprehension	513	517	520
5	FastBridge AUTOREading	Automaticity of word identification, decoding, matching synonyms, morphology	513	517	520

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

Step 2: Collect Additional Diagnostic Information

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. Additional diagnostic data collected may include:

- Skilled inventories including oral language, phonemic awareness, phonics, and spelling. Error analysis informs which skill inventories are needed.
- Rapid Automatic Naming (RAN)
- Response to prior instruction and/or intervention
- Teacher observations of learning
- Child and family history

Results of diagnostic assessments determine the type and intensity of instructional intervention that will be most effective.

Step 3: Progress Monitoring

Progress monitoring tools are brief and administered with more regularity than screening and diagnostic assessments. This data is collected, evaluated, and used on an ongoing basis, and adjustments to instruction are made as needed to maximize student growth. All students receiving interventions are assessed using a progress monitoring tool that is aligned with their instructional area of focus.

Information related to student performance in literacy is shared with families two times per year via written progress reports and two times per year during parent-teacher conferences. Families may request clarification and information at any time.

Intervention and Instructional Support Process

We use a Multi-Tiered System of Support (MTSS) to differentiate instruction and to support the literacy development of each and everyone one of our students. Students at risk of not meeting grade-level standards receive instructional support in addition to core instruction in order 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. Whole class interventions are also used when performance levels for the entire class indicate need.

We use a variety of evidence-based intervention materials to ensure students are receiving high quality effective instruction. Some of our most commonly used intervention materials predominantly include PRESS (Path to Reading Excellence in School Sites) interventions, FASTbridge interventions, Orton-Gillingham, and Leveled Literacy Instruction.

Dyslexia

Dyslexia is identified as a specific learning disorder that is neurological in origin. It is characterized by difficulties with accurate or fluent recognition of words and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

Public school districts cannot formally diagnose dyslexia. We closely monitor student performance and screen for reading concerns that would indicate a need for supplemental instruction, alternative learning methods, or specialized services.

We use the following universal screening tools to identify students who display characteristics of dyslexia.

- **Kindergarten - Grade 1:** FastBridge Early Reading. All students are screened in the fall, winter, and spring. Phonemic awareness, phonics and decoding, word segmenting, sight words and fluency (spring of grade 1) are the focus of these assessments.
- **Grades 2-3:** FastBridge CBM Reading provides us with information about decoding skills, accuracy, and fluency.
- **Grades 4-6:** All students are screened using FastBridge aReading and AUTOreading. Students scoring below the benchmark also are screened using CBMReading for additional information about decoding skills, accuracy, and fluency.

Our FastBridge screening assessments are our first steps in identifying students who need additional targeted instruction in the components of reading. Next steps may include the following diagnostic assessments:

- Phonological Awareness Screening Test (PAST)
- Phonemic Awareness Inventory (PRESS)
- Decoding Inventory
- Family History - is dyslexia present in family members
- RAN - Rapid Automatic Naming Assessments

- Teacher Checklist for Characteristics of Dyslexia
- Classroom observations

Students identified with characteristics of dyslexia receive explicit, systematic instruction and intervention from highly qualified reading intervention teachers. We understand that early intervention using effective strategies reduces the need for long-term services, prevents a cascade of reading difficulties, and increases rates of reading proficiency.

Additional Resources for Families and Teachers:

- [Minnesota Department of Education](#)
- [International Dyslexia Association](#)

Support Systems for English Learners

Fridley Public Schools recognizes language as an important component of our complex cultural identities. As a learning community, we celebrate and honor multilingualism as a means of affirming identity and developing international-mindedness. We are committed to providing effective and targeted instruction to our multilingual learners who are learning English as an additional language (EL). The goals of our English language instruction program are to:

- Promote an assets-based mindset around multilingualism.
- Understand students' language, social-emotional, and cognitive development as interrelated processes.
- Enact linguistically and culturally sustainable pedagogies where students draw on their rich experiential, linguistic, and cultural backgrounds.
- Provide opportunities to access and use multiple languages with pride, including through translanguaging.
- Integrate content and language learning goals, using academic content as a context for language learning and language as a means for learning academic content.
- Provide equitable access to high-quality, grade-level curriculum in all subject areas.
- Help students reach their fullest potential by attending to language demands and scaffolding instruction by language proficiency.
- Increase collaboration among stakeholders to provide high-quality learning experiences that are coordinated and comprehensive.

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 based on each student's WIDA ACCESS Literacy Composite Score. 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 receive 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

Communicating with parents and families about how their children are doing in school is essential to our success. The purpose and benefits of including families in educational programming are well substantiated in research. The more that

schools, communities, and family members collaborate, the more learning is enhanced for all. We strive for ongoing and clear communication on learning, assessments, and activities that support literacy development.

- School newsletters and communication from teachers include information for all families on how to support reading development at home.
- Curriculum nights, parent information nights, reading events, and various other activities are conducted throughout the school year to offer families the opportunity to learn more about what students are doing at school and how parents and other adults can support reading development at home or outside of school time.
- 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.
- FastBridge screening results are available to parents at the end of each testing window. In most cases, this information is shared face to face or mailed home.
- Report cards are sent with all students two 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.
- Families of at-risk students receive additional information related specifically to the needs of their child.

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 to review and analyze the results of screening measures and make instructional decisions after each administration.
- Teachers are given time weekly for horizontal collaboration. Teacher teamwork and collaboration makes complex tasks more manageable, stimulates new ideas, and promotes coherence in the district's curriculum and instruction.
- Classroom teachers receive training in intervention techniques to be used with at-risk students in the classroom.
- 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 have access to the K-5 Literacy Plan and have the opportunity to submit comments and suggestions. The plan is also shared annually with the District Advisory Council.