

# Northeast College Prep

## Policy #593: Reading Well by Third Grade

Adopted: 10/21/14  
Revision Date: 7/25/17  
Revision Date: 4/22/22

### I. STATEMENT OF GOALS AND OBJECTIVES

Pursuant to MN Statute 122A.06, Northeast College Prep is committed to providing comprehensive evidence-based reading instruction so that all students may succeed in reading.

Based on the findings of the National Reading Panel (2000), Northeast College Prep will provide an evidence-based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Northeast College Prep is committed to ongoing assessment and evaluation of our students' reading skills. Northeast College Prep will notify parents/guardians quarterly regarding their child's progress in reading.

Northeast College Prep students will be deemed proficient in reading when they test at or above the grade level benchmark for their grade on FASTBridge earlyReading (K-1), FASTBridge CBM-R (2-3) and/or iReady Reading Diagnostic (2-8).

### II. STATEMENT OF PROCESS TO ASSESS STUDENTS

Northeast College Prep will provide screening, diagnostic, and progress monitoring in order to assess student achievement in reading.

#### Literacy Areas Assessed by Screening Assessments

##### **FAST earlyReading (K-1)**

Concepts of Print  
Phonemic Awareness  
Phonics  
High Frequency Words  
Fluency

**FAST CBM-R (embedded within earlyReading for grade 1, standalone assessment for grades 2-3)**

Fluency

**iReady Reading Diagnostic (2-8)**

Phonological Awareness

Phonics

High Frequency Words

Vocabulary

Comprehension: Literature

Comprehension: Informational Text

**Assessment Instruments Used**

Northeast College Prep will use FASTBridge earlyReading (K-1), FASTBridge CBM-Reading (2-3) and iReady Reading Diagnostic (2-8) as screening assessments to assess student achievement in reading.

Diagnostic placement tests will be administered to appropriately place students in the Being a Reader and/or SIPPS curricular programs.

K-3 classroom teachers will use the Mastery Tests aligned with the K-3 foundational skills curricula, SIPPS and Being a Reader, to monitor student mastery of foundational reading skills and adjust small group instruction to ensure mastery.

Students receiving reading intervention services will be progress monitored at regular intervals using standardized FASTBridge progress monitoring assessments. Interventionists will also use the Mastery Tests aligned with the foundational skills intervention curriculum, SIPPS, to monitor student mastery of foundational reading skills.

**Frequency of Assessments**

Northeast College Prep will administer FAST earlyReading (K-1), FAST CBM-Reading (2-3) and iReady Reading Diagnostic (2-8) triannually according to the district assessment calendar.

K-3 classroom teachers will use the Mastery Tests aligned with the K-3 foundational skills curriculum as they appear in the curriculum scope & sequence, typically every 4-6 weeks.

Students receiving reading intervention services will be progress monitored at regular intervals, typically weekly or bi-weekly, using standardized FASTBridge progress monitoring assessments. Interventionists will use the Mastery Tests aligned with the K-3 foundational skills intervention curriculum as they appear in the curriculum scope & sequence, typically every 2-3 weeks.

**Administration of Assessments**

The District Assessment Coordinator will coordinate administration of triannual screening assessments in collaboration with classroom teachers.

Classroom teachers will coordinate administration of SIPPS and Being a Reader Mastery Tests within their own classrooms. Classroom teachers will use the ESGI assessment system to administer SIPPS and Being a Reader Mastery Tests. ESGI organizes Mastery Test data to facilitate targeting skills for re-teaching.

Interventionists will coordinate administration of SIPPS Mastery Tests within their own intervention groups. Interventionists will use the ESGI assessment system to administer SIPPS Mastery Tests. ESGI organizes Mastery Test data to facilitate targeting skills for re-teaching.

K-3 classroom teachers will administer FASTBridge progress monitoring assessments to their homeroom students two times/month.

### **Use of Data**

The use of data collected about student reading achievement will be used for the following purposes:

- By the administration to assess the overall efficacy of the school's reading program
- By the administration and teachers to identify students who may need intervention services
- By teachers to inform instruction, including reteaching of essential foundational skills
- By teachers to communicate progress and concerns with students and families
- By the Child Study Team to determine next steps in the MTSS process, including referral for a Special Education evaluation

### **Determination of Proficiency**

Northeast College Prep students will be deemed proficient in reading when they test at or above the grade level benchmark for their grade on FASTBridge earlyReading (K-1), FASTBridge CBM-R (2-3) and/or iReady Reading Diagnostic (2-8).

### **Benchmark Assessments**

The following SMART goal will be used to benchmark our reading program:

- Effectively implementing the above, NECP will increase by 20% the number of students who reach "On or Above Grade Level" in Overall Proficiency as measured by end of year data for FASTBridge earlyReading (K/1) and iReady Reading diagnostic (2/3).

### **III. PARENT NOTIFICATION AND INVOLVEMENT**

#### **Parent Communication**

Results of screening assessments, FASTBridge earlyReading (K-1), FASTBridge CBM-R (2-3) and/or iReady Reading Diagnostic (2-8), will be shared with families three times per year. K-3 teachers will also prepare a quarterly Being a Reader/SIPPS progress report to inform families about their student's progress in the curriculum as it relates to grade-level expectations. Teachers will also discuss assessment results and progress with families at fall and winter conferences.

Parents of students who are identified for reading intervention services will be notified with an ADSIS notification letter regarding the student's status. Parents may also discuss student progress at conferences with their child's classroom or intervention teacher.

#### **Resources for Parents**

K-3 classroom teachers will regularly provide information regarding strategies for parents to use at home to help their students become better readers and to foster a love of reading.

K-3 students will be provided appropriate reading materials from classroom libraries and/or the NECP library to practice reading at home.

### **IV. INTERVENTIONS AND INSTRUCTIONAL SUPPORTS**

Northeast College Prep has adopted Being a Reader, an evidence-based foundational reading curriculum that aligns to Minnesota's state reading standards.

Northeast College Prep has adopted SIPPS, the foundational reading intervention curriculum that aligns with the core curriculum, Being a Reader. SIPPS and Being a Reader follow the same scope and sequence of skills, facilitating accelerated growth in foundational skills acquisition. To address significant early literacy skill gaps, all K/1 students at NECP will receive SIPPS instruction beginning in the 2022-2023 school year.

Northeast College Prep will provide a multi-tiered system of support that includes strong core instruction, Tier 2 and Tier 3 interventions for students performing below grade level, and specialized special education services for students who qualify.

#### **Intervention and Supports**

The following interventions are made available for students who are not reading at or above grade level:

- Appropriate placement in a Being a Reader and/or SIPPS group
- Small group or individual push-in or pull-out reading instruction
- Special education services in reading

### **Intervention Providers, Frequency and Purpose**

- Licensed teachers or trained paraprofessionals/tutors will provide all interventions
- The duration and frequency of the intervention will depend on the needs of the individual students
- Services may be provided within the classroom or outside of the classroom depending upon what best meets the needs of the student
- The purpose of the intervention is to ensure students have a solid foundation in the building blocks of reading, including phonological awareness, phonics, and fluency

### **Use of Data to Match Student Need to Intervention Program**

The MTSS Coordinator will use a combination of FASTBridge assessment data, iReady Reading Diagnostic assessment data, curriculum-based assessments, as well as teacher observations and input to determine whether or not a student needs intervention services.

## **V. SCIENTIFICALLY BASED PROFESSIONAL DEVELOPMENT**

### **Alignment and Collaboration**

Northeast College Prep will provide professional development that will support our teachers in providing evidence-based reading instruction. Northeast College Prep is committed to providing best-practice reading instruction for its students and best-practice professional development for its teachers.

The Director of Curriculum & Instruction, MTSS Coordinator, ELD Coordinator and other qualified staff will provide ongoing literacy professional development and/or coaching for teachers and paraprofessionals at Northeast College Prep. Third party PD will also be provided when appropriate.

### **Use of Performance Data to Inform Professional Development Plan**

Following triannual screening assessment windows, the administration will review all reading data to identify areas of improvement for reading instruction. Staff development activities will be determined based on demonstrated need from this data as well as the expressed needs of the teachers.

## **VI. CURRICULUM AND INSTRUCTION SYSTEM**

### **Curriculum Resources**

Curriculum resources and information regarding Northeast College Prep's reading program can be found on the Northeast College Prep website.

## **VII. STUDENT SUPPORT SYSTEM FOR EL LEARNERS**

### **Training and support for EL students**

Given the high percentage of EL students at Northeast College Prep, coaching and resources for teachers to be successful with EL students is a high priority. Ongoing training and coaching specific to strategies for English Language Learners will be provided for all teachers throughout each school year.

### **Language Objectives**

All teachers will identify language as well as content objectives for their lessons. Teachers will be observed and given feedback on the quality of their objectives.

## **VIII. COMMUNICATION SYSTEM FOR ANNUAL REPORTING**

Northeast College Prep will publish a link to this reading plan on the school's webpage. The school's Director of Curriculum & Instruction will be designated as the official contact for our reading program. Ongoing information about the reading plan will be updated as necessary.

Northeast College Prep will submit an annual report to the Commissioner of Education regarding the reading progress of its students as required by Minnesota Statute 120B.12.

The school will report annually through the school's newsletter or website the following information:

- Objectives of the reading assessment program
- Names of tests given at each grade level
- Progress of students in reading

Northeast College Prep will seek feedback through surveys (or other means) from stakeholders (staff and parents) in the school regarding the following:

- Accessibility of information regarding this program
- Usefulness of documents
- Support for parent implementing reading strategies
- Effectiveness of support provided to implement the program

## **VII. SCHOOL BOARD REVIEW**

The Northeast College Prep school board will review this policy at least every three years or more frequently as needed to ensure the success of the policy.