

Florence Roche School

Reaching New Heights!

READING INITIATIVES AND INTERVENTION SUPPORT PROGRAMS

2008-2009

The Florence Roche School Improvement Plan outlines goals to focus on improving student achievement and learning. The following areas have been our focus this year.

Three Initiatives for School Plan include:

- 1. Reading**
- 2. Technology**
- 3. Differentiated Instruction**

Reading

- · Through data analysis on student achievement and teacher surveys we have determined the **need for a core reading program.**
- · We use **DIBELS**, a normed assessment, to progress monitor our students and to specifically learn what type of instruction will benefit each student.
- · We have put **intervention groups** together to provide struggling readers with explicit and consistent instruction around their area of weakness.
- · Supplemental programs: **Telian Lively Letters and Lexia**
- · Our goal is to have all children develop strong decoding skills and good comprehension skills.

Technology

- · Infuse technology into curriculum to enhance the learning outcome

Differentiated Instruction

- · Provide differentiated instruction to meet the learning needs of **ALL** students.

Dynamic Indicators of Early Literacy Skills (DIBELS)

DIBELS are a series of screening assessments which measure important skills that are indicators of early reading success. The DIBELS assessments are designed to be short (one minute) fluency measure used to regularly monitor the development of early literacy and early reading skills. DIBELS measures help teachers to identify a student's strengths and weaknesses and provide teachers with information that will drive instruction. The DIBELS measures assess fluency in the following areas:

Letter Naming:

Kindergarten and first grade students are given a page with letters and asked to name each one. This one minute test tells us if the child is likely to struggle or be a successful reader in the future.

Initial Sounds:

By the middle of kindergarten, children should be able to say or recognize the beginning sounds in words automatically. To measure this with DIBELS, students are given a page of four pictures. They are asked to find the picture that starts with a particular sound or to say the beginning or initial sound in a word. It takes about three minutes to give this test.

Phoneme Segmentation:

This one minute test is a measure of children's awareness of the many sounds that make up words we speak. It is given to kindergarten and first grade students and is a skill that should be mastered by the end of kindergarten. The child is told a word like "cat" and asked to say all the sounds in the word. There are three sounds in "cat".

Nonsense Words:

The ability to blend together the sounds represented by letters to make words is an important skill in learning to read. This skill helps children in kindergarten, first and second grade to use their knowledge of the relationship between letters and sounds to read unfamiliar words. Children are shown a page of make believe words, like "tob" or "miv", and asked to read them by saying the individual sound of each letter in the word or the whole word itself.

Oral Reading:

This is a measure of how fluently and accurately children can read passages written at their grade level. This is given throughout the first, second, third, fourth and fifth grades. Children are given three passages and asked to read each one aloud for one minute. Children who read accurately and fluently are better able to understand what they read.

From "Put Reading First" 2000 *National Institute of Child Health and Human Development, United States Department of Education*

Telian Letters

“Lively Letters” is a program that trains specific skill areas identified in the research as critical to the development of reading. These include letter sound associations, orthographic awareness, rapid naming of sounds, phonemic awareness, and phonetic decoding/encoding of words (sounding out words for reading and spelling).

Lexia Computer Software

Lexia Primary Reading is designed to help students acquire and improve their basic reading skills. The interactive, phonics based activities reinforce sound-symbol correspondence and help develop automatic word recognition. Activities include the application of reading strategies to single words, phrases, sentences, paragraphs, and brief stories. The activity formats also encourage listening skills and the following of directions.

From “Lexia Learning Systems, Inc.” www.lexialearning.com

Florence Roche Mission Statement

To provide an educational experience and environment that will support high expectations for students and staff, foster the development of responsible citizens of the world and result in high levels of learning and achievement for all students.

Florence Roche School

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WEB SITES

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SpedPAC <http://www.gdspedpac.org/>