

IV. Instruction

A. Curricular Policies

2. Instructional Mandates

e. Personal Literacy Plans

Purpose:

In compliance with the Rhode Island Pre-K-12 Literacy Policy legislated in the Rhode Island Literacy and Dropout Prevention Act of 1987 (Title 16, Chapter 16-67-2), the Narragansett Schools have developed a comprehensive approach to literacy that addresses the needs of struggling learners through the implementation of personal literacy plans (PLP) for all students who are at risk for reading failure. A PLP is a plan of action for a teacher to use to bring a student to reading proficiency. It provides a problem-solving approach for improved student reading that is cyclical, inclusive (involving teachers, parents, administrators, etc.) and ensures that all students will become proficient readers (i.e. reads and comprehends at least at grade level). The PLP records intervention results that inform subsequent school personnel of successful instructional approaches and provides appropriate and focused instruction for struggling readers beyond the context of classroom instruction for all students.

PLP Procedure:

The implementation of personal literacy plans requires assessments and interventions over and above the execution of a strong, comprehensive literacy curriculum. In order to ensure that all students have access to literacy programs to help them achieve grade level expectations, all students are expected to participate in assessments and interventions, if deemed necessary by a team consisting of the grade level teacher, a reading specialist, and an administrator at the elementary level; or a reading specialist and administrator or designee at the middle and high school levels.

Assessment:

The Narragansett School System must devise an assessment plan that includes screening, monitoring, and diagnostic assessments to identify which students are reading below grade level and to determine their reading and comprehension levels. The assessment plan must include the standards which students are expected to achieve. Students not meeting these standards will need a diagnostic assessment tool or process to confirm the student's reading needs and to plan the most appropriate supports. The diagnostic assessment process will also identify which components of comprehensive reading (phonemic awareness, phonics, fluency, vocabulary, text comprehension and/or writing) are problematic for the student. The assessment plan for each school should be made available to parents upon request.

IV.A.2.e. Personal Literacy Plans (continued)

Intervention:

Students identified as reading below grade level will be assigned to an appropriate intervention. Intervention at the elementary school may include a pull-out or integrated reading instruction provided by a certified reading specialist. At the middle and high school levels, students are assigned to an intensive or targeted reading group based upon their level of performance. At the middle school level, intensive reading students generally fall 2 or more years below grade level on one or more components of reading while targeted intervention students have reading difficulties that are less severe. At the high school level, intensive reading students generally fall 3 or more years below grade level.

At the middle and high school levels, students requiring personal literacy plans will be assigned to a supplemental reading course in lieu of other electives until subsequent testing reveals that they are reading at or above grade level. Participation in these supplemental reading courses is a requirement under in the Rhode Island Literacy and Dropout Prevention Act of 1987 (Title 16, Chapter 16-67-2).

Appeals Process:

A parent or guardian who wishes to appeal the decision to include or exclude their child from the supplementary literacy services described in this policy must first arrange for a meeting with the school principal and a member of the reading staff to review the child's assessments. If resolution of the matter seems unlikely at the building level, either party is encouraged to refer the matter to the Superintendent for review.

In accordance with School Committee policy #I.B.11., the Committee will consider hearing citizen complaints when they cannot be resolved by the administration. Matters referred to the School Committee must be in writing and should be specific in terms of the action desired. The School Committee will not consider or act on complaints that have not been explored at the appropriate administrative level.

1st Reading: November 14, 2007
Adopted: December 19, 2007

Narragansett School System
Narragansett, Rhode Island