

Robert Louis Stevenson Elementary School

FRIDLEY SCHOOL DISTRICT

Our mission is to guide students in the development of learning skills to help them reach their full potential.

To accomplish this mission, we will:

- Provide a nurturing environment
- Create high expectations defined by learner outcomes
- Develop exemplary programs and continuously improve them
- Strive to meet students' needs
- Respect individual differences

Fridley's vision is to develop an educational foundation for students

- To be life-long learners
- To develop high skill levels
- To care for others
- To be adaptable
- To be prepared to thrive in a diverse, changing society

Fridley School District Title One Information

<https://www.fridley.k12.mn.us/page.cfm?p=2340>

Title 1 Program Staff

- FTE – note amount
- Para Educator – note amount
- Our model supports student learning within the classroom; either in small group, or 1-1 support based on the needs of the students. In accordance with our local literacy plan, Fridley School uses an RTI process to meet the needs of all students. Instruction is informed and guided by CBMs, diagnostic assessments as well as ongoing formative assessments.
- Grade level teams meet weekly to set goals and collaborate with a focus on student learning. Students below benchmark receive daily intervention and are progress monitored weekly.

READING CORPS – MN Reading Corps has been a valuable resource for research based reading interventions. At our school we have one part time Reading Corp volunteer.

Reading Program

GRADE LEVEL	ASSESSMENTS	EXPECTED ACHIEVEMENT LEVEL	RESEARCH BASED INTERVENTIONS
Kindergarten	Fastbridge Early Reading Composite	Fall = 34 Winter = 52 Spring = 65	Fastbridge Interventions PRESS Interventions Leveled Literacy Intervention
First	Fastbridge Early Reading Composite	Fall = 34 Winter = 55 Spring = 68	Fastbridge Interventions PRESS Interventions Leveled Literacy Intervention
Second	Fastbridge aReading	aReading Fall = 469	Fastbridge Interventions

	Fastbridge CBMReading Fountas and Pinnell Benchmark Assessment	aReading Winter = 481 aReading Spring = 489 CBM Fall = 58 CBM Winter = 87 CBM Spring = 106 F&P Fall = J F&P Winter = K F & P Spring = L/M	PRESS Interventions Leveled Literacy Intevention Sunday System Intervention
Third	Fastbridge aReading Fastbridge CBMReading Fountas and Pinnell Benchmark Assessment	aReading Fall = 487 aReading Winter = 497 aReading Spring = 503 CBM Fall = 90 CBM Winter = 116 CBM Spring = 131 F&P Fall = N F&P Winter = O F & P Spring = O/P	Fastbridge Interventions PRESS Interventions Leveled Literacy Intevention Sunday System Intervention
Fourth	Fastbridge aReading Fastbridge CBMReading Fountas and Pinnell Benchmark Assessment	aReading Fall = 500 aReading Winter = 507 aReading Spring = 513 CBM Fall = 116 CBM Winter = 136 CBM Spring = 150 F&P Fall = P/Q/R F&P Winter = Q/R/S F & P Spring = R/S/T	Fastbridge Interventions PRESS Interventions Leveled Literacy Intevention Sunday System Intervention
Fifth	Fastbridge aReading Fastbridge CBMReading	aReading Fall = 509 aReading Winter = 517 aReading Spring = 534 CBM Fall = 133 CBM Winter = 151 CBM Spring = 163	Fastbridge Interventions PRESS Interventions Leveled Literacy Intevention Orton Gillingham
Sixth	Fastbridge aReading Fastbridge CBMReading	aReading Fall = 516 aReading Winter = 523 aReading Spring = 527 CBM Fall = 142 CBM Winter = 159 CBM Spring = 172	Fastbridge Interventions PRESS Interventions Leveled Literacy Intevention

Math Program – building number fluency by targeting specific skills as specified by curriculum

GRADE LEVEL	ASSESSMENT	EXPECTED ACHIEVEMENT LEVEL	RESEARCH BASED INTERVENTIONS
Kindergarten	FAST earlyMath (F,W,S)	F 29 W 50 S 65	District level interventions based on power standards
First	FAST aMATH (FWS)	F 188 W 194 S 198	District level interventions based on power standards
Second	FAST MATH (FWS)	F 197 W 201 S 205	District level interventions based on power standards

Third	MCA MATH FAST aMATH (FWS)	MCA 350 F 204 W 207 S 209	DoTheMath - Houghton Mifflin
Fourth	MCA MATH FAST aMATH (FWS)	MCA 450 F 209 W 211 S 213	DoTheMath - Houghton Mifflin
Fifth	MCA MATH FAST aMATH (FWS)	MCA 550 F 213 W 216 S 218	DoTheMath - Houghton Mifflin
Sixth	MCA MATH FAST aMATH (FWS)	MCA 650 F 215 W 219 S 220	DoTheMath - Houghton Mifflin

TITLE ONE PARENT ENGAGEMENT ACTIVITIES

DATE	MEETING / ACTIVITY TOPIC	AGENDA
September	Sept. 10 th – PTO Meeting	Oct. Fundraiser
October	October 7 th – Parent Advisory Committee - Parent Title One Advisory Meeting (Sign in sheet required) Oct. 8 th – PTO Meeting	Curriculum Review and Development WBWF Plan 19-20 Achievement and Integration Progress Report and Review-Oct Special Education Programming and Services Academic Systems of Academic Support and Intervention Other Topics of interest Upcoming meeting dates Title One update
November	Nov. 5 th – PTO Meeting Nov. 12, 14, 18 - Parent / Teacher Conferences	
December	Dec. 10 th – PTO Meeting	
January	January 13 th - Parent Advisory Committee - Parent Title One Advisory Meeting (Sign in sheet required)	Curriculum Review and Development WBWF Plan 19-20 Achievement and Integration Progress Report and Review-Oct Special Education Programming and Services Academic Systems of Academic Support and Intervention Other Topics of interest Upcoming meeting dates Title One Update
February	Parent / Teacher Conferences	
March		
April	April 6 th - Parent Advisory Committee - Parent Title One Advisory Meeting (Sign in sheet required)	Curriculum Review and Development WBWF Plan 19-20 Achievement and Integration Progress Report and Review-Oct Special Education Programming and Services Academic Systems of Academic Support and Intervention Other Topics of interest Upcoming meeting dates Title One Update
May		

Title One Building Contact:

Building Leaders - Title One Compliance Reminders

- Post Title One Plan on your school's website (Dec 2019)
- Post Newsletters on school's website – **Title One Family Engagement Opportunities**
- Post District Testing Calendar on Building's Website (Sept 2019)
- Post link to school report card to school's website (Sept 2019)