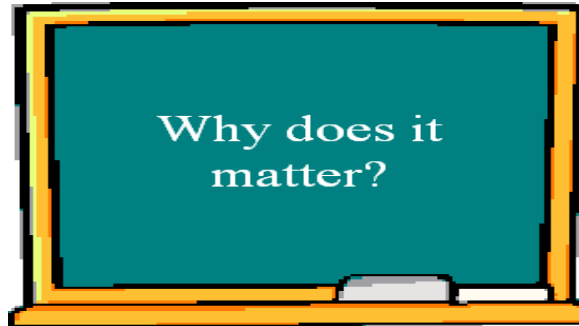


Ninety percent of our children will read on grade level with fluency and comprehension by the end of the second grade and will be maintained on grade level thereafter.

This goal is embedded within the Strategic Plan, which states that all children are expected to attain challenging district standards of literacy.

Professional literature and research show a strong link between early literacy and success in school.



Reading is essential.

- 85% of the curriculum in upper grades is delivered through reading.
- Reading is a prerequisite for adult employment, for personal fulfillment, and for a continued democracy.

For most, the reading door opens once.

- Children who fall behind in first grade have a one in eight chance of ever catching up to grade level without extraordinary efforts.

Exclusion from literacy club is enormously costly.

- When we allow a group of children to leave second grade below grade level, we create...
 - A core of predictably, and increasingly unmotivated, inattentive and unruly students.
 - Students who are 5-6 times more likely to be referred for discipline infractions by 6th grade.
 - The pool from which most high school dropouts emerge.
 - The single largest group of those who we incarcerate and to whom we provide public assistance, housing, medical care and social services.
 - The parents of the next generation of poor readers.



Refining our curriculum and instructional model

- Clear map with teaching resources
- Ongoing professional development in readers' workshop

Keeping our finger on the pulse of every reader

- Improving reliability and use of the DRA
- Monitoring the effectiveness of our interventions
- Implementing grade I literacy teams

Implementing structured midyear check-ins