
COMPREHENSIVE EARLY LITERACY PLAN

Definitions

- Basic means scoring at a level two in a four-level scoring system on the statewide student assessment.
- Below basic means scoring at a level one in a four-level scoring system on the statewide student assessment.
- Not meeting state standard means scoring at a level one or two in a four-level scoring system on the statewide student assessment.

District services to support reading and early literacy

The district will provide reading and early literacy services to kindergarten through fourth-grade students based on student need for additional support. The plan will include:

1. Use of annual screening assessments and other tools (e.g., Washington kindergarten inventory of developing skills, Washington state early learning and development guidelines for birth through third grade, the second grade reading assessment under RCW 28A.300.310, local assessments) to identify at-risk readers.
2. Research-based family involvement and engagement strategies, including those that help families and guardians learn to assist student reading and early literacy skills at home.

In order to keep parents informed and engaged in their student's reading progress, the district will require that report cards for students in kindergarten through fourth grade include information on the student's progress toward reading skill acquisition. The report card will also include information on whether the student is reading at grade level.

If the student is not reading at grade level, the teacher and other appropriate school personnel will:

1. Advise the parent or guardian as to which interventions and/or strategies the district will use to help improve the student's reading skills.
2. Provide strategies for parents or guardians to use at home to assist their student in improving their reading skills.

Prior to the return of the results of the 3rd grade statewide English language arts assessment, elementary schools shall require a meeting between the classroom teacher and parents for students in 3rd grade who are reading below grade-level or who, based on formative or diagnostic assessment, and other indicators, are likely to score in the below basic level on the 3rd grade statewide student assessment in ELA. The purpose of the meeting is to discuss appropriate grade-level placement and recommended intensive strategies to improve the student's reading skills. This meeting may take place as part of the regularly scheduled parent-teacher conference.

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In the event that a student scores below basic on the 3rd grade statewide ELA assessment and no prior meeting has occurred, the principal or his designee must notify the students' parents or guardians of the following:

1. The below basic score.
2. An explanation regarding the requirements of the law with respect to the meeting, provision of improvement strategies, and grade placement.
3. The intensive improvement strategy options that are available.
4. The school district's grade placement policy.
5. Contact information for a school district employee who can respond to questions and provide additional information.
6. A reasonable deadline for obtaining the parent's consent regarding the student's intensive improvement strategies that will be implemented and the student's grade placement.

Students in the transitional bilingual instruction program are exempt from this process, unless the student has participated in the program for three school years and receive a score of below basic on the third-grade statewide student assessment in English language arts.

Beginning in the 2015-16 school year, for any student who received a score of basic or below basic on the third-grade statewide student assessment in English language arts in the previous school year, the district will implement an intensive reading and literacy improvement strategy from a state menu of best practices established by the Office of the Superintendent of Public Instruction (OSPI). Alternatively, the district may use a practice or strategy not present on the state menu of best practices for two years initially. If the district is able to demonstrate that it has achieved improved outcomes for students over the previous two school years at a level commensurate with best practices on the state menu, OSPI must approve use of the strategy for one additional school year. Subsequent approval is dependent on continuing improvement. Students with disabilities whose individualized education program (IEP) include specially designed instruction in reading or English language arts are exempt from this process.

Students with disabilities whose individualized education program (IEP) includes specially designed instruction in reading or English language arts will be provided reading and literacy improvement strategies as provided in the IEP.

In any school where more than forty percent of tested students received a score of basic or below basic on the third-grade statewide student assessment in English language arts in the previous school year, the school district will implement an intensive reading and literacy improvement strategy from the state menu or an alternative strategy as referenced above for all students in grades kindergarten through four at the school.

Cross References:	Board Policy 2421	Promotion/Retention
Legal References:	RCW 28A.655.235	Reading skills — Intensive reading and literacy improvement strategy — Calculation of tested students at or below basic on third grade student assessment — State menu of best practices.
	RCW 28A.655.230	Reading skills — Meeting for grade placement and strategies for student improvement — Exemptions.
Management Resources:		OSPI's Menu of Best Practices & Strategies

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