



# Warren Consolidated Schools

*Creating Dynamic Futures through Student Achievement, High Expectations, and Strong Relationships*

Office of Curriculum & Instruction

## Michigan's Reading Law- Read By Grade Three

The implementation of Michigan's 3<sup>rd</sup> grade reading law will begin in the 2017-18 school year for grades K-3. The purpose of this law is to ensure that all students are reading at or near grade level by the end of 3<sup>rd</sup> grade. This law specifies required actions for students who are one year or more below grade level in reading. The following link provides full detail of the House Bill No. 4822:

<http://www.legislature.mi.gov/documents/2015-2016/publicact/pdf/2016-PA-0306.pdf>

### Required Actions:

- Within the first 30 days of school, every child in grades K-3 will be given a district reading assessment.
- Students identified as being one or more years below grade level, will have an Individual Instruction Plan for Reading.
- The Individual Instruction Plan will contain specific skill deficit areas that will be addressed and monitored through interventions and assessments.
- Each school will provide a Read at Home Plan for students and offer parent workshops to assist with home reading strategies.
- At the conclusion of the 2019-2020 school year, 3<sup>rd</sup> grade students who do not demonstrate grade level reading proficiency on the state assessment, will be recommended for retention.

### Frequently Asked Questions:

#### How is my child's reading level determined?

Each student's reading level will be assessed using a district assessment three times per year.

#### How do I support my child at home?

Read at Home Plans will be sent to students within the first month of school. These plans will provide suggestions of activities families can practice outside of school. Parents will also be invited to attend Parent Workshops to learn more about reading strategies that will help their child become a proficient reader.

#### What is an Individual Instruction Plan for Reading and how does it get developed?

This plan will identify skill deficit areas and an instructional plan that will take place in addition to the regular reading instruction time within the classroom. Each school will determine what types of interventions will be offered and which school staff will deliver these interventions. Staff members can include but are not limited to: classroom teacher, Title One interventionist, Language Acquisition staff or other certified school staff members.

## **How will the district support my child's reading instruction?**

### **District**

At the district level, instructional specialists will be offering a variety of professional development, coaching and modeling sessions for classroom teachers in all areas of reading. These will occur throughout each school year as part of the district's improvement plan in reading. Curriculum resources are also provided to teachers.

### **School**

Each elementary school has a literacy library stocked with sets of leveled reading books. The school will determine grade-level reading interventions based on the needs of the students. Also, parent workshops will be offered to share effective reading strategies.

### **Classroom**

Teachers will provide a variety of leveled reading books and daily balanced literacy instruction to all students. Students with Individual Instruction Plans will receive additional reading intervention and progress monitoring. Teachers will communicate reading progress to parents.

## **How long will my child have an Individual Instruction Plan for Reading?**

Each student will have a plan until they are on grade level or less than one year below grade level. If a student continues to be greater than one year below grade level in reading at the end of their school year for grades K-2, the plan will continue the following year. A new Individual Instruction Plan will be developed the following school year. For third graders who continue to demonstrate a greater than one year gap in reading achievement, the law requires a recommendation for retention.

## **How is retention determined?**

Beginning in 2020, retention is determined through proficiency on the state level reading assessment. Students who are identified by the state as more than one year below grade level at the end of their third grade year will be recommended for retention by June 1<sup>st</sup>. Exemptions may be available upon request.

## **What if I don't want my child retained?**

A parent has the right to request a good cause exemption by contacting the school district within 30 days of receiving notice of retention. A good cause exemption must be approved by the Superintendent or his/her designee. Good cause exemptions include:

- Students with an Individualized Education Program (IEP) or 504 plan
- Limited English proficient students who have had less than 3 years of instruction in an ESL program
- Students who have received 2 or more years of intensive reading intervention and were previously retained
- Students who are new to the district and have not received an appropriate Individual Instruction Plan for Reading as determined by the Superintendent or their designee
- Student is proficient in all subject areas assessed in the state 3<sup>rd</sup> grade assessment other than English Language Arts (ELA)
- Student is proficient in science and social studies as shown through a student portfolio