

Reading Achievement

Reading Achievement Plan

Each elementary school in the District shall, through its school community council, develop a reading achievement plan. The reading achievement plan includes a benchmark assessment, intervention, and reporting components. The Board shall require the reading achievement plan be revised if the Board determines a school's students are not making adequate learning progress.

Goal Achievement Reporting

In addition to the reports provided to parents under the reporting component of the reading achievement plan, the School shall annually provide parents with a copy of the student's comprehensive benchmark assessment, which includes measurements of reading performance.

Reporting to the Board

The Superintendent shall annually report to The Board on the achievement data related to K-3 reading performance at the District and school level.

Reading Assessment

District elementary schools shall administer the State Board of Education approved benchmark reading assessments at the beginning, in the middle, and at the end of grade one, grade two and grade three within the testing windows determined by the State Office of Education.

Following each benchmark assessment, the school shall notify parents or guardians of their student's results, with the middle results being provided by February 15. The school shall also report to the student's parents or guardians the student's reading level at the end of grade three.

At the beginning, in the middle and at the end of the school year, each school shall identify every student currently enrolled in the school who is in the first, second or third grade who is not reading at grade level. For those students, the school shall take the following actions.

1. Notify the student's parent or guardian that the student is reading below grade level or lacks reading proficiency.
2. Provide focused individualized intervention to develop the lacking reading skill or skills.
3. Administer formative assessments to measure the success of the focused intervention.
4. Inform the parent or guardian of activities that he or she may engage in with the student to assist the student in improving reading proficiency.
5. Provide information to the parent or guardian of the student regarding reading interventions available to the student outside regular instructional time that may include tutoring, before and after school programs, or summer school.
6. Provide focused reading remediation through appropriate individualized interventions that may involve a reading specialist, before and after school programs, or summer school assistance.