

A Parent Guide to Public Act 306 Southfield Public Schools



Understanding PA 306

- → In 2016, Michigan Legislature passed House Bill No. 4822 (PA 306) to ensure elementary students are college and career ready
- → Beginning in 2019 2020 all students in grade 3 will be required to take the state reading which will measure reading proficiency levels. Proficient performance on this assessment is required for students to progress into fourth grade. At this time the state assessment has not yet been determined.
- → School districts administer ongoing assessments (diagnostic) and three times (universal) each year to monitor reading progress

PA 306 in Southfield Public Schools



→ Student reading performance on NWEA - Reading is analyzed three times per year. This Universal Screener identifies student performance compared to a nationally normed Percentile and RIT score.

- → DRA and MLPP assessments inform teachers, support staff, and building administrators of individual student performance in five essential areas of literacy (Diagnostic Assessments):
 - Phonemic Awareness & Phonics
 - Vocabulary Word Study
 - ◆ Comprehension
 - ◆ Fluency

Where we are in the process...

SPS Universal Screener: NWEA

Reading - three times each school year -within first 30 days of school.

SPS Diagnostic Screener - MLPP &

DRA with a minimum of three times per cardmaking.

This Assessment System will be used in grades in K - 3 to screen and diagnose difficulties, inform instruction and intervention needs, and monitor progress.

An Individual Reading
Improvement Plan is created by the classroom teacher and school intervention team to close the learning gaps of those students exhibiting a delay in reading.

A Home Reading Plan is given to parents which provides information about the child's reading level of performance, instructional goals used in school, and activities to work on at home to support progress.

The SUCCESS PLAN: School I R I P

The plan is a collaborative effort created by a student's teacher along with the school principal, and parents (or legal guardians), early literacy coach, as well as by other pertinent school personnel (i.e. Literacy Leadership Team - Student Intervention Team).

For students K - 1 the IRIP identifies early literacy skills to be developed:

- → **Phonemic Awareness:** Ability to hear and distinguish sounds.
- → Phonics: Ability to understand relationship between letters & sounds they represent.
- → Fluency/Accuracy: Ability to read with sufficient speed to support understanding.
- → **Vocabulary/Oral Language:** Knowledge of, and memory for, word meanings.
- → Comprehension: Ability to understand and draw meaning from text.
- → **Writing:** Ability to use mechanics in writing OR ability to compose quality writing

Read at Home Plan

The **Read at Home Plan** requires a parental/guardian letter be provided in the form of a Learning Contract.

The **Read at Home Plan** will offer parent workshops that **promote strategies** that enhance good literacy habits at home.

Provides **parents with information about resources and materials** that can extend/support learning at home.

<u>Sample Read at Home Plan - Kindergarten</u>

<u>Sample Read at Home Plan - First Grade</u>

Southfield Public Schools - Department...Instruction...Third Grade Law

The SUCCESS PLAN: Phonemic Awareness



Phonemic Awareness:

Ability to hear and distinguish sounds.

Recognizing sounds alone and in words

Adding sounds to words

Taking apart words and breaking them into their different sounds

Moving sounds

The SUCCESS PLAN: Phonics

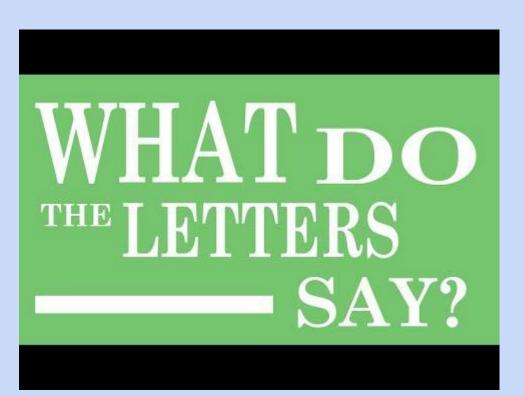
Phonics: Ability to understand relationship between letters & sounds they represent

Recognizing print patterns that represent sounds

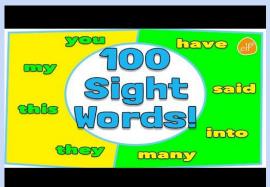
Syllable patterns

Word parts (prefixes, suffixes, and root words)

Sing Along with the Video!



The SUCCESS PLAN: Fluency/Accuracy in Reading





Fluency/Accuracy: Ability to read with sufficient speed to support understanding.

Automatic word recognition

Accurate word recognition

Use of expression

The SUCCESS PLAN: Vocabulary/Language

Vocabulary/Oral
Language: Knowledge of,
and memory for, word
meanings.

Receptive Vocabulary

Words we understand when read or spoken to

Expressive Vocabulary

Words we know well enough to use in speaking and writing



The SUCCESS PLAN: Comprehension



Comprehension: Ability to understand and draw meaning from text.

Paying attention to important information

Interpreting specific meanings in texts

Identifying the main idea

Responding to questions

Apply new information

Adjusting misinformation

The SUCCESS PLAN: Writing



Writing: Ability to use mechanics in writing OR ability to compose quality writing

For further information...

View the links on this site which provide additional **Home Reading** Activities, and Online Resources for Parents.

OnLine Parent Resources

