

# ANACORTES SCHOOL DISTRICT #103

Policy: 2107  
Section: 2000 - Instruction

## Comprehensive Early Literacy Plan

### Definitions

- Basic means a score on the statewide assessment at a level two in a four-level scoring system.
- Below basic means a score on the statewide student assessment at a level one in a four-level scoring system.
- 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; and
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 and 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; and 2) Provide strategies for parents or guardians to use at home to assist their student in improving their reading skills.

Beginning in the 2014-15 school year, for any student who receives a score of below basic on the third grade statewide assessment in English language arts, a meeting must be scheduled before the end of the current school year between the student's parent/guardian, teacher and principal or designee. The purpose of the meeting is to discuss appropriate grade level placement and recommended intensive strategies to improve the student's reading skills.

For students to be placed in fourth grade, these strategies must include one provided, supported or contracted by the school district that includes a summer program or other option identified by the meeting participants as appropriately meeting the student's need to prepare for fourth grade. The parents/guardians must be fully informed about and consent to the strategy to be implemented. The school district will implement the strategy selected through consultation with the parents/guardians. The same process will apply to any student who does not have a score in English language arts on the third grade statewide assessment but is determined by the district (using district or classroom-based diagnostic assessments or another standardized assessment), to be below basic.



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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 receives a score of below basic on the third grade statewide student assessment in English language arts. Students with disabilities whose individualized education program (IEP) includes specially designed instruction in reading or English language arts are exempt from this process.

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) 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: 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 and Strategies for ELA](#)

Classification: **Priority**  
Revised Dates: **02.15**

