

Alabama Literacy Act and a Student Reading Improvement Plan

Auburn City Schools complies with the *Alabama Literacy Act*. Any student in Kindergarten through 3rd grade with an identified **CONSISTENT** reading deficiency may be given a **Student Reading Improvement Plan (SRIP)**.

A reading deficiency would be determined by student performances on universal screeners, as well as any other pertinent data deemed necessary. Typically, we use the STAR Computerized Adaptive Test (CAT) and Curriculum Based Measures (CBM's). We also:

- ♣ monitor early literacy skills throughout the school year
- ♣ send home parent notifications to keep parents informed on student progress (RtI Letters)
- ♣ provide Tier 2 and Tier 3 intervention
- ♣ send home family engagement and home literacy resources
- ♣ provide reading programs and enrichment (ACS system has Summer Camp each summer for invited students)

Once a **consistent deficiency** is identified by a child not meeting the determined benchmark level(s), schools will typically notify parents. At which point, more specific assessments are conducted to determine students' specific needs. Then students will be provided extra reading interventions. To ensure that students are getting the best interventions possible, we utilize state approved Dyslexia programs. These programs are steeped in multisensory strategies that address all the modalities needed for students to learn best. The interventions conducted with the students to correct the deficiency will be documented on the **SRIP**.

As a parent, what is my role in the **SRIP** process?

• Know that a reading screener/assessment is given to your child during the first 30 days of school if they are in Kindergarten, First, Second, or Third Grade. Feel free to ask your child's teacher how he/she did on the assessment(s). The school will notify you if the results show your child has a consistent reading deficiency. Please remember, students must show a **consistent reading deficiency**. Since the first assessment is done right at the beginning of the year, some students may be nervous or distracted and not perform as well. You may be notified of these results. But, also know that students who do score poorly on the first assessment, will be rescreened/reassessed to look for **consistent** deficits. Many times, students perform much better the next time around, which you may also be notified about.

• The Response to Interventions (RtI) team meets monthly. This team consists of your child's teacher, administrators, Instructional Coach, Title 1 Teacher and any other person deemed necessary. (special education teacher, counselor, ELL teacher, etc.) When developing an SRIP, the team will develop an initial SRIP for your child. Then within the next two weeks, the teacher will contact you to conference with you. Together, you will go over/revise the plan. At this time, your questions and input are crucial to the final development of the plan.

• When the Student Reading Improvement Plan (SRIP) is developed, you will also be provided ideas for activities you can do at home to help your child improve his/her reading skills. Working with your child nightly to support what the teacher is doing at school, will be greatly beneficial. Attending our **Family Academic Study Time** (F.A.S.T) sessions can also provide more assistance and allows us to address any questions you may have.

• Depending on the deficiency, your child will be assessed on a regular basis to see if the intervention is helping. The RtI Team may adjust the interventions to match the needs of the student. You will receive RtI paperwork home about every 4/5 weeks. This paperwork will let you know how your child is doing in RtI. Please feel free to contact us with any questions.

• In addition, plan to attend Parent Teacher conferences throughout the year. Help your child with his/her homework and check home folders, regularly. Ask to meet with your child's teacher if you have any questions or concerns about your child's reading progress. Mrs. Link is also always willing to sit with parents to practice some strategies that may help at home.

Your child can make the best gains when we work together, as a team!
You are your child's greatest advocate, and we are here to help!