

BOARD AGENDA ITEM
April 19, 2016

SUBJECT:

Read to Succeed District Reading/Literacy Plan

BACKGROUND:

According to the South Carolina Read to Succeed Act:

Beginning in Fiscal Year 2015-2016, each district must prepare a comprehensive annual reading proficiency plan for prekindergarten through twelfth grade consistent with the plan by responding to questions and presenting specific information and data in a format specified by the Read to Succeed Office. Each district's PK-12 reading proficiency plan must present the rationale and details of its blueprint for action and support at the district, school, and classroom levels. Each district shall develop a comprehensive plan for supporting the progress of students as readers and writers, monitoring the impact of its plan, and using data to make improvements and to inform its plan for the subsequent years.

ADMINISTRATIVE CONSIDERATION:

A district literacy leadership team consisting of district and school-based personnel began meeting in October 2015 to draft the plan. Members participated in both virtual and face to face professional learning sessions sponsored by the State Department of Education. Over the course of several months a number of drafts were presented to district and school leadership and faculty. The literacy leadership team used the feedback from those drafts to craft the final version of the plan. This plan will become part of the school district's strategic plan which will be submitted prior to April 25, 2016.

ATTACHMENT:

2015-16 Aiken County Reading Literacy Plan

RECOMMENDATION:

Approve the 2015-16 Aiken County Reading Literacy Plan and its submission to the State Department of Education .

PREPARED BY:

King Laurence

Read to Succeed District Literacy Plan Template
2016-17 School Year

This template is an all-inclusive list of the information which will be included in the Read to Succeed section of District Strategic Plan submitted to the State Department of Education on or before April 25, 2016. The narrative information (Appendix A) will be uploaded and the quantitative information (Appendix B) will be entered into an Excel spreadsheet.

CONTACT INFORMATION	
District	Aiken
District Literacy Leadership Team Leader Name	King Laurence
Mailing Address	1000 Brookhaven Drive, Aiken, SC 29803
Email Address	klaurence@acpsd.net
Preferred Telephone	803-641-2420

Please provide a brief narrative describing the process the District Literacy Leadership Team (DLLT) used to develop the district reading plan, focusing on the guiding questions below.

Literacy Vision and Culture

Why is it important to focus on improving literacy in our district? What will literacy and learning look like in our district if comprehensive reading reform policy is successful?

Context

How does this plan connect to other plans and district initiatives? Which ones?

Communication

How will the components of the plan be communicated to stakeholders?

Implementation

How will implementation be monitored over the next year?

Literacy Vision

Aiken County Public Schools demonstrates an unwavering commitment of the educational community to embrace their responsibility for ensuring that each student at any level becomes a successful reader and writer.

Aiken County Public Schools (ACPS) is implementing a system of support for teachers at all levels to ensure that quality instructional practices are being employed, that progress monitoring and data analysis are taking place, and that teachers have the knowledge, skills, and resources to address the literacy needs of all students. The support team consists of grade level content interventionists who provide job embedded, ongoing professional learning and support not only in content standards but also in content area reading and writing.

Support Structure for Reading Instruction and Intervention

Superintendent		
Associate Superintendent for Instruction and Accountability		
District Literacy Leadership Team		
Elementary Schools	Middle Schools	High Schools
Two (2) Executive Directors	Executive Director	Executive Director
	Middle School Coordinator	High School Coordinator
4K Facilitator/Interventionist	1 ELA Interventionist	1 ELA Interventionist
2 Early Childhood ELA Interventionists	1 Math Interventionist	1 Math Interventionist
	1 Science Interventionist	1 Science Interventionist

2 Elementary (3-5) ELA Interventionists 2 Elementary (K-5) Math Interventionists 1 Elementary (K-5) Science Interventionist 1 Elementary (K-5) SS Interventionist 2 Elem. (K-5) Differentiation Interventionists 1 Elem. (K-5) Technology Interventionist School-based Reading/literacy Coaches School-based Reading Interventionists	1 Social Studies Interventionist 1 Differentiation Interventionist 1 Technology Interventionist	1 Social Studies Interventionist 1 Differentiation Interventionist 1 Technology Interventionist
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The grade-level teams of interventionists at all levels are highly trained professionals with specific skills to support literacy. These professionals will be in schools working shoulder to shoulder with teachers to ensure successful literacy instruction and student achievement. The Elementary Team will collaborate with reading/literacy coaches and school-based interventionists to coordinate efforts and target resources to areas of high need and to build capacity for early childhood teachers to provide high-quality core instruction. We will work to provide teachers access to leveled books, authentic literature, and professional learning opportunities.

Through the support provided by grade-level interventionists, the role of the elementary reading/literacy coach will be clear and explicit. The coach, as well as any literacy interventionists, will serve as part of the overall support team and as a daily extension into the school. Professional learning, coaching, and targeted interventions will be consistent with the overall approach to literacy included in this plan. The reading/literacy coach will focus support on kindergarten through grade two. Elementary interventionists will target support to grades three-five.

At the middle and high school levels, the teams of interventionists will work with teachers in the core content areas to address building students' literacy skills, including comprehension and word study, within the context of each subject area. These teams will facilitate the district-wide use of research and evidence-based instructional practices. With the establishment of a common instructional framework, grade level teams will help to guide Professional Learning Communities (PLCs) to ensure the use of research-based instruction that incorporates progress monitoring and provides students with explicit direct instruction, guided and independent practice, and interventions (where appropriate).

Interventionists at all grade levels will assist teachers with analyzing available data (Lexile scores, performance on state assessments, student work samples, and teacher observations) to select texts and instructional strategies. Middle and high school interventionists will focus on helping teachers to incorporate literacy across the content areas, with the expectation that all content area lessons include opportunities for authentic reading, writing, and speaking.

In developing strategic plans, school renewal plans, school needs assessments, and planning for local expenditures, Title I and special education personnel are integrally involved in the process. Our desire is that the school district and each school have a comprehensive plan that addresses the goals of Read to Succeed and provides for strategic improvement at all levels and across all disciplines.

The District Literacy Leadership Team will meet regularly to review data and analyze instructional practices in the schools. District content area interventionists, reading coaches, school-level interventionists, and principals will be included in these discussions to ensure vertical alignment of expectations. Joint professional learning sessions are scheduled each year for coaches and principals to provide opportunities and resources for team building at the school level. The team will review school reading plans annually as part of the school renewal plan process. More frequent reviews will be an option based on the work of grade-level teams in building teacher capacity.

The District Reading Plan will be posted on the district website and will be publicized through press releases, digital newsletters, family literacy programs, professional development opportunities, and board presentations. An abbreviated version of the plan will be published in pamphlet format and will be made available at all school sites and the district office. Annual reports (at a minimum) will be presented during public school board meetings.

*The district will enter measurable goals for each component in the **Performance Goals** section of the **District Strategic Plan**. Each goal will be supported by specific **Action Steps or Strategies**.*

Please provide a belief statement in support of each reading plan component.

Component 1: Leadership

We believe that leadership is responsible for providing educators and support staff with the clarity, structures, resources and ongoing support essential to their success in the teaching of literacy, PK-12.

Component 2: Student Outcomes

We believe that students must master reading as a critical skill to succeed in life and career and be employable and competitive in the 21st century.

Component 3: Professional Learning Opportunities

We believe that effective professional development requires authentic opportunities to learn about literacy instruction, time to incorporate newly learned concepts in schools and classrooms, and observations, demonstrations, coaching, debriefing, and learning side by side.

Component 4: Assessment Plan

We believe that a comprehensive assessment system provides data that can be used to inform instructional decisions and determine student outcomes.

Component 5: Instructional Plan

We believe that the goal of literacy instruction is to ensure that students become independent life-long readers, writers, communicators, and thinkers.

Component 6: Parent and Family Involvement

We believe that when parents, caregivers, and family are actively involved in and informed about their children's learning, students are more successful.

Component 7: School-Community Partnerships

We believe that family-school-community partnerships are a shared responsibility.

COMPONENT 1: LEADERSHIP

Does your district have a District Literacy Leadership Team? If so, how often does it meet?

Yes, the team meets at least monthly through April 2016. Meetings will be scheduled quarterly after April 2016 with additional meetings called as needed.

COMPONENT 2: STUDENT OUTCOMES

Prekindergarten: Please *upload* a copy of your district assessment results from the assessment you chose to administer to 4K students.

	Number of students served in 4K	Name of the assessment administered to 4K students
	580	580

Kindergarten: Please provide the assessment data requested for the students enrolled in Kindergarten.

	Number of students enrolled in 5K	Number of students to whom assessment was administered	% scoring "ready" first 45 days	% scoring "ready" last 45 days
DRA2 Plus	1,804	1,799	50%	TBD

Please reflect on the questions below and provide a brief narrative response to support the inclusion of data literacy as part of the District Reading Plan.

Who administers assessments? What system is used to manage the assessment data including data entry and management? What plan is in place to support the analysis of the data and who will be responsible for this? How are data displayed and accessed? What is the plan for reviewing student data with instructional staff in order to prioritize needs and set goals?

Building level administrators and school testing coordinators will ensure that assessments are managed. Clear and measurable student achievement goals are set for each grade Prekindergarten-12 and are designed to drive instruction and to evaluate overall effectiveness and student growth. Early literacy goals based on Teaching Strategies GOLD are in place for Prekindergarten. Other measurable student achievement goals are established using state and local accountability results. Where state accountability measures are not available, local assessments are used to set student achievement goals. At all levels school administrators and classroom teachers administer state and federally mandated measures and district-wide benchmark assessments.

Elementary, middle, and high schools will use Enrich to manage assessment data from state and federal tests as well as results from SRI, GOLD, DRA2, and the Observation survey. The SC SDE furnished data from state and federal tests, and classroom teachers individually enter Fountas and Pinnell results. District personnel gather and upload other data (SRI, GOLD, DRA2) into Enrich. Additionally, teachers and administrators have access to data through the proprietary management systems provided with SRI, GOLD, DRA2, and AIMSweb.

Curriculum interventionists will assist school administrators and teachers with analyzing relevant student data. The interventionist primary role will be to guide teachers in planning instruction to target identified needs and to monitor students' progress toward the intended learning outcomes. Additionally, school Student Intervention

Teams (SIT) will engage in analyzing data, including reviewing student work samples and other classroom artifacts.

If students are more than two years behind grade level, as measured in grade level specific screening tool, schools account for setting individual student growth plans to address catch up growth in reading.

The following specific expectations are designed to ensure that all students graduate prepared for success in college, careers, and citizenships:

Students will:

- Demonstrate an understanding of concepts of print, phonemic awareness, and phonics.
- Read fluently to support comprehension.
- Read for meaning and analyze content.
- Summarize and analyze text using key details and central ideas.
- Interpret and analyze author's use of literary devices to shape meaning and tone in texts.
- Acquire general and domain specific vocabulary by applying a range of strategies.
- Understand point of view and how it shapes meaning and style.
- Read independently and comprehend a variety of texts.
- Analyze the author's use of argumentative writing, the evidence used to logically address a claim and determine relevance of evidence.
- Using components of the writing process, students will write an opinion piece, an argumentative piece, an informative/ explanatory piece, and a narrative.
- Compare and Contrast:
 - How information is presented in primary and secondary sources
 - The various mediums used to present information and how they impact the reader
 - Relationships within texts and story elements
 - The variety of different text structures as they contribute to meaning and impact the reader

Reference is also made to the South Carolina College and Career-Ready Standards for English Language Arts (k-12 Vertical Articulation Document) <http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/2015ELAK-12VerticalArticulation.pdf>

Through the implementation of ACPSD instructional priorities, Aiken County Public Schools will

- Improve the ability of Aiken County educators to assess and identify the reading difficulties of their students.
- Improve the ability of Aiken County educators to provide effective instruction and interventions.
- Increase the number of Aiken County students reading on or above grade level based on state assessments.
- Accelerate the progress of historically underperforming readers in Aiken County based on state assessments as compared to the average district progress. For Aiken County those populations primarily are
 - African American students
 - Students with disabilities
 - Limited English Proficient (LEP) students
 - Students eligible for free or reduced price meals
 - Hispanic students

- Decrease the number of students requiring remediation at the start of post-secondary education.
- Increase the number of Aiken County's third through tenth grade students scoring in the core and advanced categories on the Scholastic Reading Inventory (SRI).
- Increase the number of Aiken County's first through second grade students scoring on or above grade level on Fountas and Pinnell.
- Increase the number of Aiken County's kindergarten students scoring on or above grade level on DRA.
- Increase the number of Aiken County's pre-kindergarten students scoring meets or exceeds on the Teaching Strategies GOLD assessment.

Performance Bands for Grade levels without State Summative Assessments

	4K		Kindergarten		1st Grade		2nd Grade		3rd Grade	
	Teaching Strategies GOLD		DRA 2		F & P		F & P		SRI	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Advanced	51 - 72	63 - 72	2 and above	5 and above	F and above	L and above	L and above	O and above	716 and above	756 and above
Core	40 - 50	46 - 62	1	4	C - E	H - K	H - K	M - N	456 - 715	481 - 755
Strategic	24 - 39	31 - 45	*	A - 3	B	D - G	E - G	J - L	161 - 455	211 - 480
Intensive	4 - 23	4 - 30	*	Below A	A and below	below A - C	below A - D	below A - I	BR - 160	BR - 210

* Additional assessment is needed to determine Strategic and Intensive levels for beginning kindergarten

Please list or upload a list of the names of any elementary, middle, or high schools which do not fall into the traditional organizational structure (K-5, 6-8, 9-12) and the grade levels they serve.

School Name	Grade Level(s) Served
Cyril B. Busbee Elementary/A. L. Corbett Middle School	PK-8
Ridge Spring – Monetta Middle/High School	8-12

Please list or upload the name(s) of any career centers or alternative schools in the district and their feeder school(s).

Career Center or Alternative School Name	Feeder School(s)
Aiken County Career and Technology Center	Aiken High School, South Aiken High School, North Augusta High School, Midland Valley High School, Silver Bluff High School
Center for Innovative Learning at Pinecrest	Any student in grade 3-12

COMPONENT 3: DISTRICT-WIDE PROFESSIONAL LEARNING OPPORTUNITIES OFFERED AND/OR PLANNED MAY 2016 THROUGH JUNE 2017.

Professional Learning Opportunities for Administrators

Topic	Level (PK, E, M, H)	Date	Please provide the name and type (state personnel, district personnel, vendor or consultant, other) of provider.
R2S and ACPD Literacy Model ACPSD Leadership and Literacy Conference R2S Endorsement Course - Reading and Writing in the Content Areas for Non-Instructional Staff	PK, E PK, E, M, H PK, E, M, H	May 6, 2016 July 25-26, 2016 Ongoing	Dr. Sonya Archie, SCDE, Melissa Turner, ACPD eLearningSC (Office of Virtual Education – SDE)
Best Practices in Literacy / Leaders in Literacy Conference	PK, E, M, H	January 2017	Multiple vendors, SDE, Reading Coaches, ACPD Content Interventionists

Professional Learning Opportunities for Classroom Teachers			
SCCCR Standards Training ACPSD Curriculum Training SCCCR Standards Training ACPSD Curriculum Training Fountas & Pinnell Training Leveled Literacy Intervention Training	PK, E, M, H PK, E, M, H E, M, H E, M, H E E	June 6, 2016 June 7-8, 2016 June 13, 2016 June 14-15, 2016 TBD TBD	ACPSD Content Interventionists ACPSD Content Interventionists ACPSD Content Interventionists ACPSD Content Interventionists Heinemann consultant Heinemann consultant
Best Practices in Reading Training	PK, E, M, H	July 25-26, 2016	PD will be provided by reading interventionists and outside vendors.
R2S Endorsement Courses – Foundations in Reading / Assessment of Reading / Reading and Writing in the Content Areas / Instructional Practices	PK, E, M, H	Ongoing	eLearningSC (Office of Virtual Education – SDE)
DRA – Using Results	E	Fall 2016	SDE Staff
Professional Learning Opportunities for those providing Interventions			
Read 180 Training System 44 Training Compass Learning Pathblazers Training Leveled Literacy Intervention (LLI)	E, M, H E, M E, M E	Fall 2016 Fall 2016 Fall 2016 Summer 2016	Houghton Mifflin consultant Houghton Mifflin consultant Kimberly Gibbons, Compass Learning trainer Houghton Mifflin Trainer
Professional Learning Opportunities for Special Educators, ELL, Speech Language Pathologists, Library Media Specialists and others who support special populations			
Special Education Teachers and Speech Pathologists will also participate in the professional learning opportunities listed above for classroom teachers. In addition, special education teachers will receive professional learning in following areas: Leveled Literacy Intervention (LLI) Read 180/System 44 Compass Learning Plato Differentiation Training English Language Development Standards Training for ESL Teachers	PK, E E, M, H E, M H	TBD July 25-26, 2016 May 18, 2016 1x per month Aug'16 - '17 July 25-26, 2016	PD will be provided by reading interventionists, special education interventionists, and outside vendors. ACPSD Special Education Interventionists (Leveled) Max Allen Diggs - Chesterfield ESOL Teacher
Professional Learning Opportunities for Paraprofessionals			
Special education paraprofessionals training to support teachers in literacy instruction	PK, E, M, H	August 12, 2016	Special Education Personnel
Professional Learning Opportunities for Summer Reading Camp Personnel			
Imagine Learning Training	E	June 7, 2016	Vendor- Imagine Learning for computer-assisted instruction support during summer reading camp
SCDE training for SRC teachers	E E E	March/April 2016 June 6, 2016 May 2016	SDE

Leveled Literacy Intervention (LLI) Training			Heinemann trainer
F&P Assessment Training (Refresher)			Elementary Interventionist

COMPONENT 4: ASSESSMENT PLAN

Please indicate the Screening and Progress Monitoring tools the district uses for Prekindergarten through grade eight and how the data collected from these tools are used to inform instruction.

Prekindergarten

Screening Assessment Tool(s) Teaching Strategies GOLD

Use of Data Collected Informs instruction and identifies students for interventions

Progress Monitoring Tool(s) Teaching Strategies GOLD

Use of Data Collected Informs Intervention decisions

Kindergarten

Screening Assessment Tool(s) DRA 2+

Use of Data Collected informs instruction and identifies students for intervention

Progress Monitoring Tool(s) Aimsweb, Easy CBM

Use of Data Collected informs intervention decisions

Grade 1

Screening Assessment Tool(s) Fountas & Pinnell BAS

Use of Data Collected informs instruction and identifies students for intervention

Progress Monitoring Tool(s) Aimsweb, Easy CBM, Fountas & Pinnell

Use of Data Collected informs intervention decisions

Grade 2

Screening Assessment Tool(s) Fountas & Pinnell BAS

Use of Data Collected informs instruction and identifies students for intervention

Progress Monitoring Tool(s) Aimsweb, Easy CBM, Fountas & Pinnell, Compass PathBlazer

Use of Data Collected informs intervention decisions

Grade 3

Screening Assessment Tool(s) The Reading Inventory

Use of Data Collected informs instruction and identifies students for intervention

Progress Monitoring Tool(s) Aimsweb, Easy CBM, Fountas & Pinnell, Compass PathBlazer, System 44

Use of Data Collected informs Intervention decisions

Grade 4

Screening Assessment Tool(s) The Reading Inventory

Use of Data Collected informs instruction and identifies students for intervention

Progress Monitoring Tool(s) Aimsweb, Easy CBM, Compass PathBlazer, Read 180

Use of Data Collected informs intervention decisions

Grade 5

Screening Assessment Tool(s) The Reading Inventory

Use of Data Collected informs instruction and identifies students for intervention

Progress Monitoring Tool(s) Aimsweb, Easy CBM, Comass PathBlazer, Read 180

Use of Data Collected informs intervention decisions

Grade 6

Screening Assessment Tool(s) The Reading Inventory

Use of Data Collected Informs instruction and identifies students for intervention

Progress Monitoring Tool(s) - Read 180, System 44,
Use of Data Collected - Informs instructional and intervention decisions
Grade 7
Screening Assessment Tool(s) The Reading Inventory
Use of Data Collected Informs instruction and identifies students for intervention
Progress Monitoring Tool(s) - Read 180, System 44,
Use of Data Collected - Informs instructional and intervention decisions
Grade 8
Screening Assessment Tool(s) The Reading Inventory
Use of Data Collected Informs instruction and identifies students for intervention
Progress Monitoring Tool(s) - Read 180, System 44,
Use of Data Collected - Informs instructional and intervention decisions

Based on your analysis of state and local assessment data, please respond to the following:

	Indicate at least one area for growth	Indicate the action needed to support increased student achievement.	Indicate a timeline for action and who will be responsible.
Prekindergarten	language	Pre-K interventionist, Creative Curriculum, professional learning, computer assisted instruction	Immediate and continuing District Literacy Leadership Team
Kindergarten	text level	Literacy coach, content interventionists, guaranteed curriculum, ACPSD Literacy Model benchmarks, computer assisted instruction	Immediate and continuing District Literacy Leadership Team
Grade 1	text level	Literacy coach, content interventionists, guaranteed curriculum, ACPSD Literacy Model benchmarks, computer assisted instruction	Immediate and continuing District Literacy Leadership Team
Grade 2	Text level	Literacy coach, content interventionists, guaranteed	Immediate and continuing District Literacy Leadership Team

		curriculum, ACPSD Literacy Model benchmarks, computer assisted instruction	
Grade 3	Stretch Lexile	Literacy coach, content interventionists, guaranteed curriculum, ACPSD Literacy Model benchmarks, computer assisted instruction, System 44	Immediate and continuing District Literacy Leadership Team
Grade 4	Stretch Lexile	Literacy coach, content interventionists, guaranteed curriculum, ACPSD Literacy Model benchmarks, computer assisted instruction, Read 180	Immediate and continuing District Literacy Leadership Team
Grade 5	Stretch Lexile	Literacy coach, content interventionists, guaranteed curriculum, ACPSD Literacy Model benchmarks, computer assisted instruction, Read 180	Immediate and continuing District Literacy Leadership Team
Grade 6	Stretch Lexile	Content interventionists, guaranteed curriculum, benchmarks, computer assisted instruction, Read 180	Immediate and continuing District Literacy Leadership Team
Grade 7	Stretch Lexile	Content interventionists,	Immediate and continuing

		guaranteed curriculum, benchmarks, computer assisted instruction, Read 180	District Literacy Leadership Team
Grade 8	Stretch Lexile	Content interventionists, guaranteed curriculum, benchmarks, computer assisted instruction, Read 180	Immediate and continuing District Literacy Leadership Team
High School	Stretch Lexile	Content interventionists, guaranteed curriculum, benchmarks, computer assisted instruction, Read 180	Immediate and continuing District Literacy Leadership Team

COMPONENT 5: INSTRUCTIONAL PLAN

Please indicate the number of daily uninterrupted instructional minutes the district requires as part of the Core Instructional Literacy Block (Tier I) for each grade level.

Grade Level	2014-15 (Historical)	2015-16 (Current)	2016-17 (Projected)
Prekindergarten	120 Minutes	120 Minutes	120 Minutes
Kindergarten	120 Minutes	120 Minutes	120 Minutes
Grade 1	90 Minutes	90 Minutes	90 Minutes
Grade 2	90 Minutes	90 Minutes	90 Minutes
Grade 3	90 Minutes	90 Minutes	90 Minutes
Grade 4	90 Minutes	90 Minutes	90 Minutes
Grade 5	90 Minutes	90 Minutes	90 Minutes

The Read to Succeed legislation does not require a specified number of uninterrupted instructional minutes for grades 6-12, however, research supports moving toward a 90 minute instructional block at the middle and high school levels. More time spent actually reading and writing leads to increased proficiency in reading and writing.

Grade Level/Course	2014-15 (Historical)	2015-16 (Current)	2016-17 (Projected)
Grade 6	Other: Please Explain	Other: Please Explain	60 Minutes
Grade 7	Other: Please Explain	Other: Please Explain	60 Minutes
Grade 8	Other: Please Explain	Other: Please Explain	60 Minutes
High School	Other: Please Explain	Other: Please Explain	Other: Please Explain

If you selected less than 90 minutes for the 2016-17 school year, please indicate what actions your district is taking to move toward a 90 minute instructional block at the secondary level.

With a seven-period day it is not possible to provide 90 uninterrupted minutes of core instructional time at the secondary level. Whenever possible intervention blocks are scheduled adjacent to required instructional blocks to create a longer uninterrupted period.

What action is the district taking to maximize and protect instructional time at all levels?

To the extent possible the district is developing common master schedules for each level which will be reviewed regularly by executive directors.

Please *upload* a sample master schedule from a school at each level (elementary, middle, and high) that you would use a model for other schools at this level in your district.

What instructional and other accommodations are made for special populations, those who need acceleration and those who need additional support?

To meet the needs of all students, but especially those who struggle to read, it is critically important that classroom teachers are knowledgeable about the reading process and understand how to provide instructional support or the first tier of intervention, materials, and most importantly time every day devoted to explicit and systematic instruction and opportunities for reading practice. Teachers identify struggling readers early and offer the intensity of support that students need which begins with high-quality classroom instruction. Students are continuously monitored to ensure they are progressing as expected, and when they are not, they receive more intensive reading instruction in addition to the core reading instruction. Formative and summative assessment data is analyzed and used in order to inform sound instructional decisions which meet students' needs. Tier I support includes Waterford Early Learning in the primary grades and Compass PathBlazer in elementary and middle. Fountas & Pinnell Leveled Literacy Intervention (LLI), System 44 and Read 180 are used to support Tier II and, depending on duration and frequency, Tier III.

At the high school level in all core areas, students receive acceleration through honors, AP courses, and dual enrollment which engage learners in reading and responding to complex texts. Additionally, the independent reading times provided at many high schools furnish all students with opportunities to read self-selected texts appropriate to their ability level. Secondary schools use Read 180, System 44, and classroom-level interventions to serve students who need additional support.

Please select the State Adopted Instructional Materials used as part of your Core Instruction (Tier I).

Kindergarten	South Carolina Journeys, Houghton Mifflin Harcourt
Grade 1	South Carolina Journeys, Houghton Mifflin Harcourt
Grade 2	South Carolina Journeys, Houghton Mifflin Harcourt
Grade 3	South Carolina Journeys, Houghton Mifflin Harcourt
Grade 4	South Carolina Journeys, Houghton Mifflin Harcourt
Grade 5	South Carolina Journeys, Houghton Mifflin Harcourt
Grade 6	Houghton Mifflin Harcourt Collections
Grade 7	Houghton Mifflin Harcourt Collections
Grade 8	Houghton Mifflin Harcourt Collections
English 1	Houghton Mifflin Harcourt Collections
What instructional supports are you providing in addition to state adopted instructional materials?	
Kindergarten	<ul style="list-style-type: none"> • Reading Coach • Content Interventionists who work with teachers to identify students' needs and plan appropriate instruction

	<ul style="list-style-type: none"> • District-wide literacy model • Development and implementation of a guaranteed and viable curriculum, as defined by Marzano, to maximize learning opportunities and time • Waterford Early Learning
Grade 1	<ul style="list-style-type: none"> • Reading Coach • Content Interventionists who work with teachers to identify students' needs and plan appropriate instruction • District-wide literacy model • Development and implementation of a guaranteed and viable curriculum, as defined by Marzano, to maximize learning opportunities and time • Waterford Early Learning
Grade 2	<ul style="list-style-type: none"> • Reading Coach • Content Interventionists who work with teachers to identify students' needs and plan appropriate instruction • District-wide literacy model • Development and implementation of a guaranteed and viable curriculum, as defined by Marzano, to maximize learning opportunities and time • Compass PathBlazer
Grade 3	<ul style="list-style-type: none"> • Reading Coach • Content Interventionists who work with teachers to identify students' needs and plan appropriate instruction • District-wide literacy model • Development and implementation of a guaranteed and viable curriculum, as defined by Marzano, to maximize learning opportunities and time • Compass PathBlazer
Grade 4	<ul style="list-style-type: none"> • Reading Coach • Content Interventionists who work with teachers to identify students' needs and plan appropriate instruction • District-wide literacy model • Development and implementation of a guaranteed and viable curriculum, as defined by Marzano, to maximize learning opportunities and time • Compass PathBlazer
Grade 5	<ul style="list-style-type: none"> • Reading Coach • Content Interventionists who work with teachers to identify students' needs and plan appropriate instruction • District-wide literacy model • Development and implementation of a guaranteed and viable curriculum, as defined by Marzano, to maximize learning opportunities and time • Compass PathBlazer
Grade 6	<ul style="list-style-type: none"> • Content Interventionists who work with teachers to identify students' needs and plan appropriate instruction • District-wide literacy model • Development and implementation of a guaranteed and viable curriculum, as defined by Marzano, to maximize learning opportunities and time

	<ul style="list-style-type: none"> • Compass PathBlazer
Grade 7	<ul style="list-style-type: none"> • Content Interventionists who work with teachers to identify students' needs and plan appropriate instruction • District-wide literacy model • Development and implementation of a guaranteed and viable curriculum, as defined by Marzano, to maximize learning opportunities and time • Compass PathBlazer
Grade 8	<ul style="list-style-type: none"> • Content Interventionists who work with teachers to identify students' needs and plan appropriate instruction. • District-wide literacy model • Development and implementation of a guaranteed and viable curriculum, as defined by Marzano, to maximize learning opportunities and time • Compass PathBlazer
High School	<ul style="list-style-type: none"> • Content Interventionists who work with teachers to identify students' needs and plan appropriate instruction • Development and implementation of a guaranteed and viable curriculum, as defined by Marzano, to maximize learning opportunities and time • Compass Odyssey

What is the average number of books (texts), print and digital, representing a wide range of reading levels, genres and interests, the district expects to see as part of classroom libraries? What is the average number of books (texts) the district expects to see in school library media centers? What support is the district providing to increase the number of books in classroom libraries and library media centers?

	Classroom Libraries	Library Media Centers	Support for Increasing Numbers of Books	Average Age of Collections
Prekindergarten	At least 300	At least 15 titles per student	Library media centers are allocated \$9.00 per student annually to maintain and expand collections.	1999
Kindergarten-Grade 2	At least 300	At least 15 titles per student	Library media centers are allocated \$9.00 per student annually to maintain and expand collections.	1999
Grades 3-5	At least 300	At least 15 titles per student	Library media centers are allocated \$9.00 per student annually to maintain and expand collections.	1999
Grades 6-8	At least 300	At least 15 titles per student	Library media centers are allocated \$9.00 per student annually to maintain and expand collections.	1998

High School	At least 300	At least 15 titles per student	Library media centers are allocated \$9.00 per student annually to maintain and expand collections.	1994
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INTERVENTION

The Read to Succeed legislation requires that additional intervention be provided for those students not successfully demonstrating grade –level proficiency. Please provide the information below

Elementary Level

	<i>What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?</i>	<i>Additional number of minutes provided</i>	<i>Frequency of intervention(s) (daily, weekly, other)</i>
Prekindergarten	Tier II - GOLD	30	Daily
	Tier III - GOLD	30	Daily
Kindergarten	Tier II – DRA 2+	30	Daily
	Tier III – DRA 2+	30	Daily
Grade 1	Tier II – Fountas & Pinnell BAS	30	Daily
	Tier III – Fountas & Pinnell BAS optional assessments	30	Daily
Grade 2	Tier II – Fountas & Pinnell BAS	30	Daily
	Tier III – Fountas & Pinnell BAS optional assessments	30	Daily
Grade 3	Tier II – The Reading Inventory	30	Daily
	Tier III – Fountas & Pinnell BAS	30	Daily
Grade 4	Tier II – The Reading Inventory	30	Daily
	Tier III – Fountas & Pinnell BAS	30	Daily
Grade 5	Tier II – The Reading Inventory	30	Daily
	Tier III – Fountas & Pinnell BAS	30	Daily

If Tier II or Tier III interventions are not being provided, please explain why.

Insert narrative

Middle Level

	<i>What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?</i>	<i>Additional number of minutes provided</i>	<i>Frequency of intervention(s) (daily, weekly, other)</i>
Grade 6	Tier II – The Reading Inventory	30	Daily
	Tier III – The Phonics Inventory	30	Daily
Grade 7	Tier II – The Reading Inventory	30	Daily
	Tier III – The Phonics Inventory	30	Daily
Grade 8	Tier II – The Reading Inventory	30	Daily
	Tier III – The Phonics Inventory	30	Daily

If Tier II or Tier III interventions are not being provided, please explain why.

Insert narrative

High School

	<i>What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?</i>	<i>Additional number of minutes provided</i>	<i>Frequency of intervention (daily, weekly, other)</i>
Tier II	Tier II – The Reading Inventory	30	Daily
Tier III	Tier III – The Phonics Inventory	30	Daily

If Tier II or Tier III interventions are not being provided, please explain why.

Insert narrative

If you are using a program to provide **Tier II intervention**, please list the program name. If you are using highly-effective, specially trained educators to provide interventions, please indicate the person's name, their role, qualifications, and specialized training. **(This information may be uploaded.)**

Kindergarten	F&P LLI
Grade 1	F&P LLI
Grade 2	F&P LLI
Grade 3	System 44
Grade 4	Read 180
Grade 5	Read 180
Grade 6	Read 180
Grade 7	Read 180
Grade 8	Read 180
High School	Read 180

If you are using a program to provide **Tier III intervention**, please list the program name. If you are using highly-effective, specially trained educators to provide interventions, please indicate the person's name, their role, qualifications, and specialized training. **(This information may be uploaded.)**

Kindergarten	
Grade 1	Reading Recovery
Grade 2	
Grade 3	SRA Corrected Reading, Read Naturally, Phonics for Reading, Rewards
Grade 4	SRA Corrected Reading, Read Naturally, Phonics for Reading, Rewards
Grade 5	SRA Corrected Reading, Read Naturally, Phonics for Reading, Rewards
Grade 6	System 44
Grade 7	System 44
Grade 8	System 44
High School	System 44

COMPONENT 6: PARENT AND FAMILY INVOLVEMENT

What is the district's mission regarding parent and family involvement in their student's educational program?

With the belief that success in our schools and communities is interdependent and that family is the primary influence in the lives of individuals, our mission is to cultivate positive, meaningful relationships designed to maintain parental involvement in their children's education.

How is this mission fulfilled?

We are committed to a systematic approach to increasing parent involvement. For some families, education and schoolwork gets pushed aside due to excessive family and work demands, previous negative interactions with school personnel, or negative personal school experience. As a school district we have a responsibility to create solutions and to help parents keep and sustain a focus on the importance of reading and learning. Strategies include student and parent advisory committees at the school and district levels and regular electronic and print communication.

How does the district communicate the third grade retention policy, as required by Read to Succeed, with parents and families? Please *upload* a sample letter.

In addition to general communication through websites, newsletters, and social media, the Aiken County Public School District will begin with targeted communication to the parents of students in the 2017-18 third grade class (current first graders). The progress of these students will be carefully followed through universal screening, progress monitoring, and progress toward meeting the South Carolina College and Career Ready Standards. Students who are not on track to be at or above grade level by the end of third grade will receive interventions designed to support annual as well as catch growth in reading. Communication will remain open with these parents and with those in succeeding years.

Does the district require regular and frequent communication with parents and families specifically related to literacy?

Yes No

If yes, what communication methods are used?

If no, what plans are in place to strengthen parent and family communication, specifically related to literacy?

Aiken County Public School District plans to communicate the aims of the Read to Succeed Legislation to all stakeholders. We have established a district-wide parent advisory board for elementary, middle, and high schools to provide suggested opportunities for parental involvement, education, and open communication. In order to accomplish this goal, we will disseminate information regarding the Read to Succeed Legislation via websites, brochures, newsletters, parent nights, and social media. We will communicate the important role of home support for reading and learning and stress the essential roles played by all key stakeholders. In addition to a systematic district-wide program that encourages home support for reading skills for all elementary, middle and high school students, we will also provide appropriate age-level resources to parents of struggling readers that will encourage a high level of parental engagement in order to increase reading proficiency.

COMPONENT 7: SCHOOL COMMUNITY PARTNERSHIPS

How does the district create partnerships with business and community organizations to raise awareness of the importance of literacy?

ACPS is creating family school community partnerships that focus on increasing the volume of reading, in school and at home, during the year and at home and in the community over the summer.

We partner with county libraries, community organizations, local arts organizations, faith-based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports, services, and books that enhance reading development and proficiency.

School-based programs and partnerships will be offered to students during the school day through reading volunteers. To promote reading out of school, schools will encourage students to participate in various reading incentive programs. Schools will also host family reading nights to provide parent awareness of the importance of reading at home as well as at school.

List community partnerships that currently exist within the district. What services and/or supports are provided?

Organizations	Services and Supports
Aiken County Education Association, Retired Educators	Read Across America
Aiken County Education Association, Retired Educators and Aiken Regional Hospital	Baby's First Teacher
Pizza Hut	Book It
Rotary Club	Rotary Readers
Aiken Public Safety	Bikes and Books Program
Cedar Creek Subdivision	Reading volunteers
Local municipal governments	Real Men Read
Green Jackets Baseball	Green Jackets Reading Program
Six Flags Over Georgia	Six Flags Reading Program
University of South Carolina	USC Reading Program
Clemson University	Clemson Reading Program
Aiken County Library System	Summer Reading Program
Nancy Moore Thurmond Boys and Girls Clubs	Summer Reading Camp
The Salvation Army	Summer Reading Camp
Education Matters	Schofield Reading Center
Aiken County First Steps	Family Literacy

What plans does the district have to increase community partnerships?

To raise the awareness of the importance of literacy district-wide, Aiken County Public Schools will hold community meetings to share the goals of the Read to Succeed Act and the ACPS District's strategic plan. The informative meetings will include the partnership needs and plans for increasing reading and literacy volume in home and at school. Partnership needs will include, but are not limited to, schools, public libraries, as well as local civic organizations, businesses, and faith-based institutions.

Please provide any additional information you wish to add or any information not requested in support of your district's reading plan.