CCPS Regional Night

PreK – 3 Maryland Literacy Policy






Objective



What: will learn about the MSDE Comprehensive Literacy Policy and how it will support your children

How: presentation, discussion, Q&A

Why : to provide information to parents and answer questions



Why? Background and Purpose

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

COMAR 13A.03.08 Students at Risk for Reading Difficulties



Supporting Students with Reading Difficulties (COMAR 13A.03.08)

The Ready to Read Act of 2019, Students with Reading Difficulties, and The Code of Maryland Regulation, 13A.03.08, Students at Risk for Reading Difficulties, requires local education agencies (LEAs) to provide screening for all kindergarten students and identify first-grade, second-grade, and third-grade students who may be at risk for reading difficulties. It includes a provision of supplemental reading instruction for identified students; progress monitoring; annual reporting requirements; and evaluation of the screening program.

Every Child. Every Day.
CCPS Elementary ELA

Why?

Background and Purpose

Pre-K to 3 Literacy Policy

REQUIRED SYSTEMS OF SUPPORT: SCREENING, INTERVENTION, AND MTSS

The policy requires that all students in grades K-3 be screened three times per year using MSDE approved universal screening tools.

➡️The goal of screening is to proactively identify students who may be at risk for reading difficulties, before those difficulties become entrenched.

➡️ Teachers will also administer diagnostic assessment measures to determine their specific skill deficits. Based on the screening and diagnostic data, a Student Reading Improvement Plan (SRIP) must be created.

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CCPS Elementary ELA

Why?

Background and Purpose

- CCPS has selected to use Renaissance Star Early Literacy and Star Reading as our state approved universal screening assessment.

Renaissance
Star Early Literacy

Renaissance
Star Reading

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New Students to CCPS



Students who transfer to Carroll County Public Schools from another school system will complete the universal screening process. Additional information from previous school systems will be considered in the screening process.

SRIP- Student Reading Improvement Plan

K-3 students who are identified as "at risk" as measured by the screener will receive a **Student Reading Improvement Plan**



Qualification based on Star

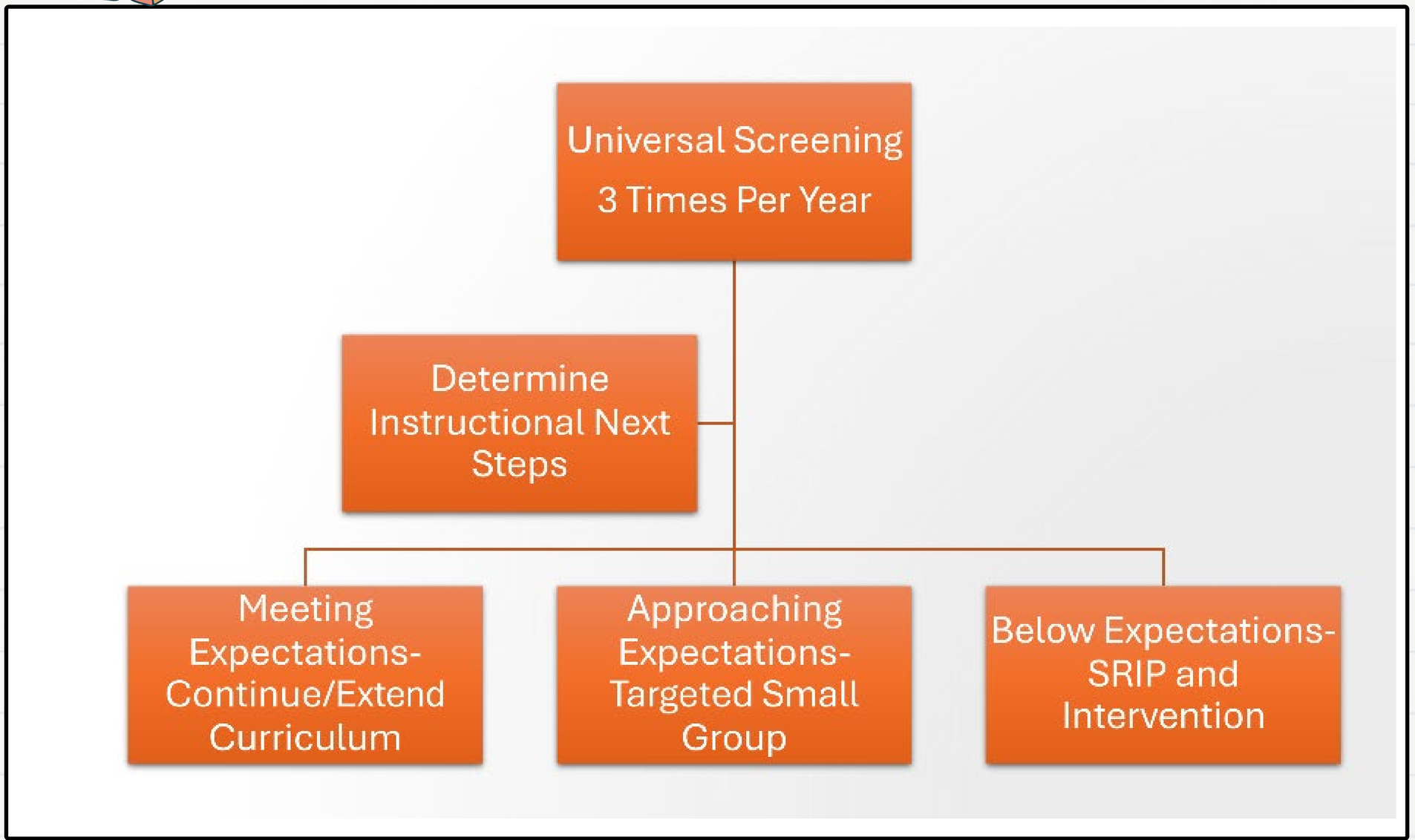
- Each assessment window, grade level teams, ELA Specialists, and interventionists will review the benchmark Star Early Literacy or Star Reading, CBM, and other literacy data together.

- The team will identify which students qualify for an initial SRIP at the beginning of the year, and will work together after the middle of the year and end of the year benchmarks to determine if students will continue with their SRIP with updated goals, begin a new SRIP, or be exited from their SRIP.

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CCPS Elementary ELA



Qualifications for a Student Reading Improvement Plan (SRIP)



Students who score below the 25th percentile on the universal screener will receive a SRIP. These students are considered **AT RISK.**



What Everyone Needs Block

Each CCPS elementary school has added the W.E.N. block to their daily schedules for grades K-5.

During the W.E.N. block, students will receive ELA intervention, supplemental instruction, or enrichment opportunities.

These supports will be provided by a variety of staff members to target students' needs identified by benchmark and diagnostic assessments.





W.E.N. (What Everyone Needs) Block:

All students will be receiving additional literacy support to meet their need based off of STAR assessment data.

SRIP Students who score below the 25th percentile:

- Receive evidence-based intervention instruction at least 3 times a week for 30 minutes for 10 weeks.

Students who score between 25th - 40th percentile:

- Receive intervention instruction supplementally two times a week.

Students who score above the 40th percentile:

- Will be engaged in literacy instruction and activities that will apply and extend their Tier 1 learning.

Who will be providing intervention to my child?

- **Staff providing intervention may include Classroom Teachers, Interventionists, Instructional Assistants, ELA Specialists and other trained staff.**
- Students may be regrouped during their **scheduled intervention block** to ensure their specific needs are met.
- Staff will be **collaborating, progress monitoring** and **analyzing data** to track student growth.





Specific areas of ELA that could be addressed through intervention for students with SRIPs:

Phonemic Awareness: the ability to hear, identify, and manipulate individual sounds in spoken words.

Fluency: the ability to read accurately with appropriate speed, phrasing, and expression.

Vocabulary: the knowledge of and ability to understand word meanings.

Phonics: the understanding of how letters and letter patterns correspond to specific spoken sounds (decoding words).

Comprehension : the ability to understand, interpret, and make meaningful sense of what is read.

School Year Timeline

Fall

- Students in grades K-3rd are identified as ‘at risk’ based on the universal screener.
- Staff will hold parent meetings to develop SRIP.
- Students receive intervention at least 3 times weekly for 30 minutes over 10 weeks.

Winter

- Continue reading intervention and progress monitoring for students.
- Parent meeting (if needed) to communicate progress and/or revise plan.

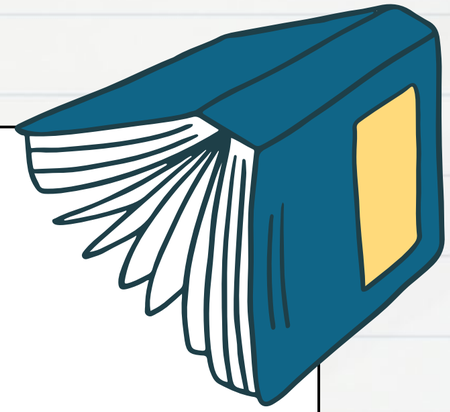
Spring

- Continue reading intervention and progress monitoring for students.
- End of the year parent meetings to discuss student progress.
- Determine next steps for SRIP for next school year.



Students will not be considered for retention under the Literacy Plan until the 2027-2028 school year.

Parent Communication



SRIP Parent Meetings

Up to three parent meetings (Fall, Winter, Spring)

Progress Monitoring Data

Communication about your child's progress will be shared at least two times a quarter

Parent Communication Letters

Identification Letter
Continuation Letter
Exit Letter



Special Education - SRIPs

Students with IEPs

All student reading data will be reviewed and if there is anything not being addressed on the IEP, an IEP meeting will be held to consider the data.



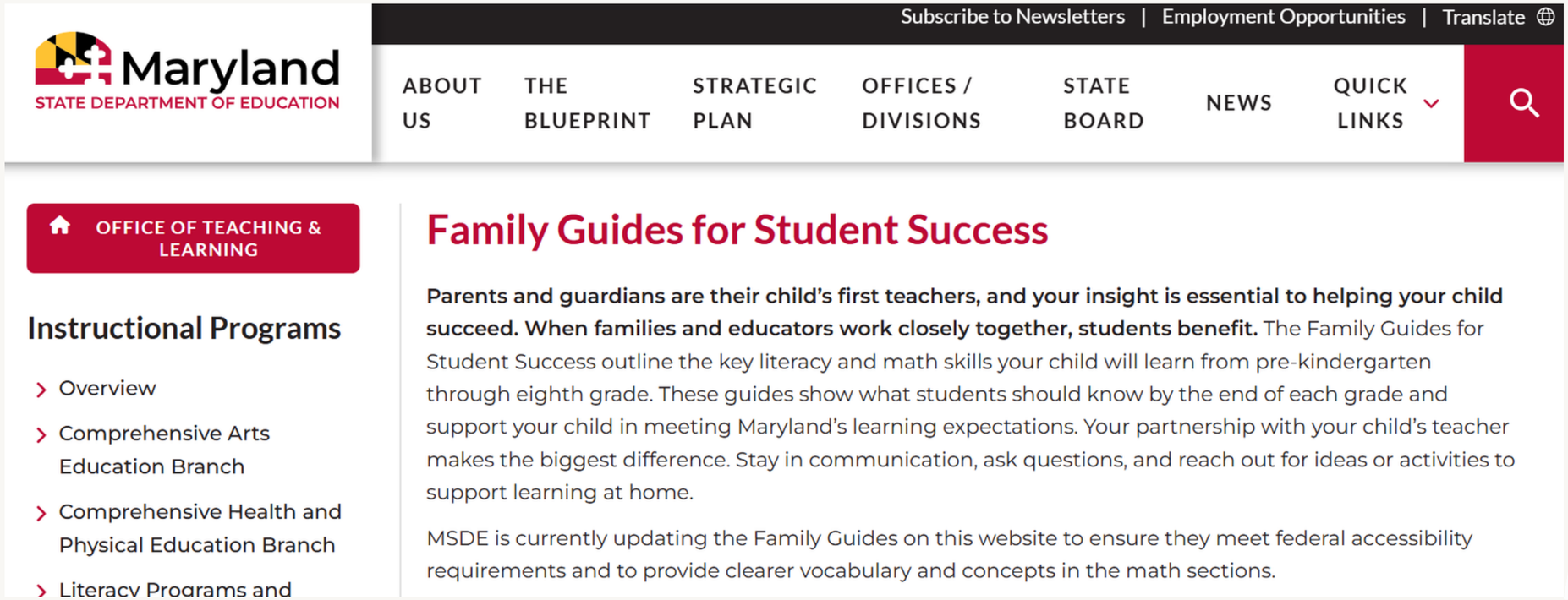
Possible Retention

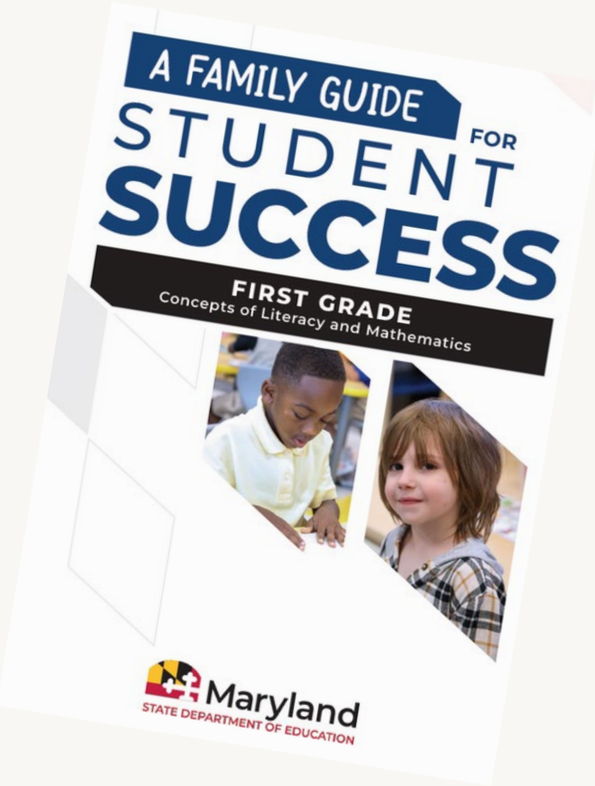
Students will not be identified for retention, under the Literacy Plan, until the end of the 27-28 school year and **not officially retained until the 28 - 29 school year** .



MSDE & CCPS Resources

- A link to Family Guides for Student Success (from MSDE) can be found on our CCPS Website: [Instructional Family Guides]
- The Family guides include suggestions by grade level for home support





CCPS Literacy Nights

Finksburg Library
11/4

Cranberry Station
Mechanicsville
Sandymount

Mt. Airy Library
11/10

Mt. Airy
Parr's Ridge
Winfield

North Carroll Library
11/12

Ebby Valley
Manchester
Hampstead
Spring Garden

Eldersburg Library
11/17

Carrolltowne
Eldersburg
Freedom
Linton Springs
Piney Ridge

Taneytown Library
11/18

Elmer Wolfe
Runnymede
Taneytown

Westminster Library
11/19

Friendship Valley
Robert Moton
Westminster
William Winchester
Carroll Springs



Thank you!

