

SB9

**Read to
Succeed
Act**




**SPENCER
COUNTY**

Together, we can



Every elementary school shall:

- Provide comprehensive schoolwide reading instruction aligned to reading and writing standards required by KRS 158.6453 and outlined in administrative regulation promulgated by the Kentucky Board of Education;
 - Provide a **multi-tiered system of supports** to assist and engage all students in learning, meaning a level that reflects developmentally appropriate grade-level performance, by the end of grade 3;
 - Ensure quality instruction by highly trained teachers and intervention by individuals most qualified to provide the intervention; and
 - Provide high-quality library media programs.
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➤implementation timeline➤

➤
BY THE END OF 22-23

At least one reliable and valid universal screener for reading administered to all students in grades K-3;

At least one reliable and valid reading diagnostic assessment administered as part of a multi-tiered system of supports for students in grades K-3.

All teachers of students in K-3 shall be trained on any reading diagnostic assessment and universal screener

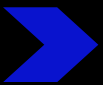


by the start of the 23-24 SCHOOL YEAR


A reliable and valid universal screener shall be:

Given in the first 45 days
of the school year for all
kindergarten students;

Given in the first 30
days of the school
year for grades 1-3.



Based on the data from the above, a reading improvement plan shall be developed and implemented by a reading improvement team for any student in K-3 identified as needing accelerated interventions to progress toward proficient performance in reading.





23-24 SCHOOL YEAR



If the reading diagnostic assessment demonstrates that a student's rate of progress toward proficiency in reading needs accelerated interventions, the local school district shall provide:

Enrichment programs through grade 3 using evidence-based reading instruction; Intensive instructional services, progress monitoring measures and supports to students through grade 3; and



Parents and legal guardians of students identified for accelerated interventions in reading with a "Read at Home" plan







beginning with the 25-26 SCHOOL YEAR



If a student does not score in the proficient performance level or higher in reading on the state annually required grade three assessment, the local school district shall provide:

Enrichment programs in grade 4 using evidence-based reading instruction; or

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- Intensive instructional services, progress monitoring measures and supports to students in grade 4; and
 - Written notification of the interventions and supports to the parent or legal guardian of the student.
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**Work In
Progress**

What we need

The diagnostic.

Again - an unfunded mandate

**We are planning for possibly
\$1200/year not including training.**




Keep
it up! ☆ ☆

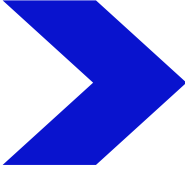


**What we are doing
already:**




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1. MAP Growth - Universal Screener
 2. Interventionists
 3. MTSS Focus

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- We have been meeting monthly
 - Each school now has an MTSS team that meets regularly
 - Continuing our academic intervention conversations
 - Now drawing connections between academic struggles and behavior and attendance.
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district
MTSS
team



questions?

