

0094 Cloquet Local Literacy Plan

Reading Well by Third Grade



2021-22 School Year

Overview of the Cloquet School District Local Literacy Plan

MN Statute 120B.12 states that a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. This legislation is commonly referred to as “Reading Well by Third”. The literacy plan “must include a process to assess students’ level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs.”

The purpose of this document is to outline how the Cloquet Public School District plans to address each of these requirements for our students in kindergarten through third grade.

Goal and Objectives of Local Literacy Plan

The goal of our local literacy plan is to ensure reading proficiency for all students by the end of 3rd grade. We will strive to accomplish this goal by:

- Assessing all K-3 students’ level of reading proficiency to identify those who are at-risk for learning to read.
- Providing comprehensive scientifically based core reading instruction for all students that is aligned with MN State Standards.
- Providing comprehensive scientifically based remedial reading instruction for all at-risk learners.
- Notifying and involving parents of all at-risk learners.
- Identifying and providing staff development opportunities to improve instructional techniques and strategies.

Literacy Statement: Minnesota Department of Education

Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success. – MDE, 2012

RW3G Literacy and Problem Solving Team Membership (2020-21)

Name	Role	Building
Michelle Brenner	ESEA Director/Title I teacher	Administration
Bobbee Conway	Lead Title I teacher	Washington
Phil Beadle	Indian Education Teacher	Churchill
Linnea Barto	Title I Teacher	Churchill
Jane Acheson	Lead Title I Teacher	Churchill
Amanda Gustafson	Title I Teacher	Washington
Claire Graves	Title I Teacher	Washington
Kyra Paitrick-Johnson	Indian Education Teacher	Washington
Shelly Pritchett	Special Education Teacher	Churchill
Brenda Taray	Special Education Teacher	Churchill
Heidi Berg	Special Education Teacher	Churchill
Nicole Belpedio	Special Education Teacher	Churchill
Michael Cohen	Special Education Teacher	Washington
Jackie Donofrio	Special Education Teacher	Washington
David Wangen	Principal	Churchill
Robbi Mondati	Principal	Washington
Sarah Lemae	School Counselor	Churchill
Abigail Sewell	School Counselor	Washington
Don Gentilini	School Social Worker	Churchill
Laura Sieben	County School Social Worker	Churchill
Annika Bogucki	Kindergarten Teacher	Washington

District Demographics & Data Analysis

Churchill and Washington Demographic Data

In the Cloquet Public School District, there are two elementary buildings, Churchill and Washington, which house all of the Kindergarten through Grade 4 students. The student populations are approximately 530 students at Washington and 400 students at Churchill. Since the 2011 school year, Cloquet Public Schools has provided extended day kindergarten classes for all incoming kindergarten students. Additionally, there is a developmental kindergarten program housed at Churchill Elementary that services approximately 30 students. Independent School District 94 (Cloquet Public School District) serves approximately 2,400 resident and non-resident K-12 students, of which 20% are American Indian students, and 39% who are eligible for free or reduced lunches. Cloquet Public Schools serve the communities of Cloquet and Scanlon.

Churchill and Washington AIMSweb/STAR Reading Data

AIMSweb is one of the assessment tools that we use to determine whether or not students are at-risk of not reading well. It is based on a number of fluency assessments including letter naming, letter sounds, phoneme segmentation and oral reading. STAR is one of the assessment tools we use to determine whether or not students comprehend what it is that they are reading. Our most recent data analysis of both AIMSweb and STAR can be found on the next page.

RW3G - 2020/2021 Data Analysis

19-20 results are from Winter 2019 Benchmarks due to COVID-19 School Closure. Kdg/1st Grade scores are a combination of AIMS and STAR Early Literacy due to DL.

Kindergarten Results*

Assessment	District Level - At or Above Grade Level				Churchill - At or Above Grade Level				Washington - At or Above Grade Level			
	19-20	20-21	21-22	22-23	19-20	20-21	21-22	22-23	19-20	20-21	21-22	22-23
Aimsweb Early Literacy Composite	62%	54%	%	%	57%	51%	%	%	65%	56%	%	%
STAR Early Lit DL 20-21 only	n/a	83%			n/a	77%			n/a	90%		

1st Grade Results*

Assessment	District Level - At or Above Grade Level				Churchill - At or Above Grade Level				Washington - At or Above Grade Level			
	19-20	20-21	21-22	22-23	19-20	20-21	21-22	22-23	19-20	20-21	21-22	22-23
Aimsweb Early Literacy Composite	57%	57%	%	%	57%	73%	%	%	57%	47%	%	%
STAR - Comprehension	n/a	77%	%	%	n/a	82%	%	%	n/a	74%	%	%
STAR Early Literacy DL 20-21 only	n/a	74%			n/a	n/a			n/a	74%		

2nd Grade Results*

Assessment	District Level - At or Above Grade Level				Churchill - At or Above Grade Level				Washington - At or Above Grade Level			
	19-20	20-21	21-22	22-23	19-20	20-21	21-22	22-23	19-20	20-21	21-22	22-23
AIMSweb Rdg-Comp	83%	80%	%	%	89%	n/a	%	%	79%	80%	%	%
AIMSweb ORF	n/a	68%			n/a	68%			n/a	n/a		
STAR - Comp	84%	76%	%	%	92%	77%	%	%	80%	76%	%	%

3rd Grade Results*

Assessment	District Level - At or Above Grade Level				Churchill - At or Above Grade Level				Washington - At or Above Grade Level			
	19-20	20-21	21-22	22-23	19-20	20-21	21-22	22-23	19-20	20-21	21-22	22-23
AIMSweb Rdg-Comp	88%	73%	%	%	81%	n/a	%	%	94%	74%	%	%
AIMSweb ORF	n/a	68%	%	%	n/a	68%			n/a	n/a		
STAR - Comp	84%	77%	%	%	80%	84%	%	%	87%	72%	%	%

4th Grade Results

Assessment	District Level - At or Above Grade Level		Churchill - At or Above Grade Level		Washington - At or Above Grade Level	
	19-20	20-21	19-20	20-21	19-20	20-21
AIMSweb Reading Composite	94%	n/a	94%	n/a	94%	n/a
STAR - Comp	91%	72%	96%	75%	88%	71

*Results are shared with the K-4th grade teacher teams who will work together to increase the number of students who are at or above grade level. Support Block program will continue to progress monitor all of the above measures

Analysis of Core Literacy Instruction

From several decades of research, we have discovered more about how children learn to read. This research tells us that to become skilled and confident readers, young children need repeated opportunities to experience the building blocks of reading:

- Building spoken language by talking and listening
- Learn about print and books
- Learn about the sounds of spoken language (phonological awareness)
- Learn about the letters of the alphabet
- Listen to books read aloud

Additionally, the foundations of reading need to be taught through our core curriculum. Teachers need to foster students' understanding and working knowledge of concepts of print, the alphabetic principle, fluency, vocabulary, comprehension, and other basic conventions. A necessary and important component of an effective, comprehensive reading program is that the design is structured to develop proficient readers with the capacity to fluently read and comprehend texts across a range of text structures.

Beginning in the Fall of 2013, both elementary schools began to use a new reading series, Journeys, published by Houghton-Mifflin-Harcourt. Staff development focused on the components of the new series and how to differentiate instruction for the varying levels of abilities in the classroom. In addition, all grade levels aligned this curriculum to the MN English Language Arts standards, identifying essential teachings and common formative and summative assessments.

Fidelity of Implementation of the Core Reading Program

In order to ensure that the Journeys reading program is being consistently implemented, data will be analyzed at the building level each fall, winter and spring using the MCA, AIMSweb, and STAR scores. MDE trainers stated that *if 80% of the students are at or above grade-level on any of the nationally normed assessments, curriculum is being taught with fidelity*. Each building will analyze their data to see whether or not they are meeting the 80% target.

In order to implement the reading curriculum with fidelity, classroom teachers need to devote a minimum of 120 minutes of reading instruction in grades K-2 and 90 minutes of instruction in grades 3-5. Teachers will be working on ensuring this time commitment through joint planning during their weekly PLC's.

Assessment Program of Reading Proficiency

In Cloquet, elementary students are screened three times per year (Fall, Winter, and Spring). This information is used to identify students who need extra help in reaching grade level expectations. Students are assessed diagnostically in order to match their needs with instructional practices. Additionally, students who are receiving extra help, or targeted assistance, are progress-monitored regularly. Progress monitoring data is used to evaluate the effectiveness of instruction and to adjust instruction as needed to maximize growth towards grade level expectations.

Students are considered for targeted services if they fall below the target score on any of the screening assessments. Data used to determine whether they receive services includes the screening data and classroom observational data. Students are not considered meeting grade level expectations if they are scoring below the 25th percentile on any of the assessment tools. These students will be considered for small-group Tier II interventions provided by Title I and Indian Education, on top of the regular classroom instruction already being provided. Ideally, these targeted students would receive even more intense one-on-one interventions if the schedule and staffing permits. Students who qualify for special education services will receive their targeted interventions in accordance with their IEP plans.

Type of Assessment	Grade	Assessment Used	Parent Communication
Screening Assessment	K	Fall/Winter/Spring: Aimsweb Test of Early Literacy Assessment	1) Notify parents of identification for extra help through Title One and Indian Education by Oct. 15 2) Screening results discussed at trimester conferences 3) Spring results mailed home with report cards
	1	Fall/Winter: AIMSweb Test of Early Literacy Assessment and Oral Reading Fluency Spring: AIMSweb Test of Early Literacy Assessment, STAR	
	2	Fall, Winter, Spring: AIMSweb Comprehensive Reading Assessment, STAR	
	3-4	Fall, Winter, Spring: AIMSweb Comprehensive Reading Assessment, STAR Spring: MCAs	
Diagnostic Assessment	K	Locally developed Standards Based Intervention Plan	1) All data is shared at trimester conferences
	1	Locally developed Standards Based Intervention Plan	
	2	Comprehensive Assessment of Reading Strategies (CARS); Critchlow Verbal Language (as needed); AIMSweb Comprehensive Reading Assessment, STAR	
	3	AIMSweb Comprehensive Reading Assessment, STAR	
Progress-Monitoring Assessment	K	Aimsweb Test of Early Literacy Assessments	1) Information is sent home at least once per month 2) Information is shared at trimester conferences 3) Information is shared at the end of each trimester with the report card.
	1	Aimsweb Test of Early Literacy Assessments	
	2	AIMSweb Comprehensive Reading Assessment, STAR	
	3	AIMSweb Comprehensive Reading Assessment, STAR	

Fall Screening Assessments

Kindergarten & 1st Grade Students: Title One and Indian Education intervention teachers will be responsible for assessing students during the first two weeks of school.

2nd – 3rd Grade Students: Classroom teachers will be responsible for assessing their students during the first two weeks of school. Support will be given by special education teachers, American Indian education teachers and support staff, and Title I teachers as needed.

Dyslexia and Convergence Insufficiency Screening Process

Minnesota's law requires that each district, "annually report a summary of the district's efforts to screen and identify students with dyslexia". Establishing a singular screening process is the most cost-efficient and effective means of ensuring students get the evidence-based literacy instruction needed for all struggling readers to be on track for proficient performance.

Dyslexia Screening Process - Assessments identified above are given universally to all students to identify those who are reading "on grade level" and those who are "at risk" of reading failure. Students falling below the 10th percentile on the winter benchmarks are reviewed by the PST team and a Shaywitz Dyslexia Screener will be completed. Students are assigned a tiered intervention provider who will utilize the MDE Teacher Checklist for Characteristics of Dyslexia to identify areas of need and inform instruction. Follow up data review will take place to determine how instruction will proceed or if further evaluation needs to be conducted. See Attachment #1.

Convergence Insufficiency Disorder Screening Process- District 94 does not include screening of convergence insufficiency disorder as part of its vision screening program. Parents with concerns about this condition should see their licensed eye care specialist for assessment and treatment. Rationale: Our schools follow the Minnesota Department of Health recommendations for vision screening and follow up. Vision screenings for school use are not available for diagnosing convergence insufficiency disorder.

Formal Parent Notification of Students NOT Meeting Grade Level Expectations

Communication with families is an ongoing process. It starts the first time a family steps into the school at Kindergarten Round-up and Back-to- School conferences and continues throughout the year. After students are screened in the fall and winter, we meet with families at conferences to go over the results of the assessments. Parents are provided graphs that show the growth of their child through the course of their elementary years. Accompanying the results is a letter that explains the purpose of the screening assessments.

A literacy team consisting of the building administrator, special education, Title One, and Indian Education teachers will meet with the grade-level teachers during the winter data retreats to generate a list of students who are not reading at grade level. The parents of these identified 2-3rd grade students will be sent a formal letter, signed by the building administrator, which explains the student's status. The letter will identify the support services that the student qualifies for and will provide information on supporting literacy at home. The teachers of the K-1st grade students will conference

with the parents and discuss concerns regarding their child's reading growth, supportive services available, and the ways they can support reading growth at home.

In the spring, reading data will be reviewed again and K – 3rd students who are still at-risk will receive a letter, testing results from the spring assessment window, and a brochure that will provide parent resources for continual literacy support. All support service programs will also provide *Summer Learning Calendars* to their students for continued practice in literacy and math skills. Identified students may also be recommended for our summer school program.

See Attachment #2

Interventions and Instructional Supports

If a student is identified as not reading at or above grade level during the previous school year, they will automatically qualify for support. Students will also qualify for support if they fall below the 25th percentile on the fall assessments as outlined previously.

The table that follows illustrates what support services are available in each of the grade levels, their corresponding interventions, and data collected. The data collected is shared with parents at conferences, at IEP meetings, and periodically throughout the year in mailings.

Grade Level	Support Program	Interventions (Tier II and III)	Data Collected
Kindergarten	<p>Title One:</p> <ul style="list-style-type: none"> ● Small-group instruction <p>Special Education:</p> <ul style="list-style-type: none"> ● Small-group instruction ● One-on-one instruction <p>Indian Education:</p> <ul style="list-style-type: none"> ● In classroom instruction 	<p><u>Title One:</u> Funemics, Reading Eggs, Sonday LPL, Sonday System I, Early Interventions in Reading Level A, Read Mastery, standards-based skill activities</p> <p><u>Special Education:</u> Reading Eggs, standards-based skill activities, Reading Mastery, Great Leaps</p> <p><u>Indian Education:</u> skills based activities</p>	<p>Title One, Indian Ed and Special Education: Progress monitor students on a regular basis using the Aimsweb Tests of Early Literacy Measures</p> <p>Special Education: Criterion-referenced data, IEP goals, sight word checklists</p>
First Grade	<p>Title One:</p> <ul style="list-style-type: none"> ● Small-group instruction <p>Special Education:</p> <ul style="list-style-type: none"> ● Small-group instruction ● One-on-one instruction <p>Indian Education:</p> <ul style="list-style-type: none"> ● Small-group instruction ● One-on-one instruction ● Homework support 	<p><u>Title One:</u> Sonday LPL, Sonday System I, Early Interventions in Reading Level A, Reading Mastery, Reading Eggs, Read Live, standards-based skill activities</p> <p><u>Special Education:</u> Horizons Level A, Reading Eggs, Reading Mastery</p> <p><u>Indian Education:</u> Early Interventions in Reading Level A, Reading Eggs, Horizons Fast Track level A and B, Read Live, standards-based skill activities</p>	<p>Title One, Indian Ed, and Special Ed: Progress monitor students on the early literacy measures, fluency and STAR comprehension.</p> <p>Special Education: criterion-referenced data, IEP goals, sight word checklists</p>
Second Grade	<p>Title One:</p> <ul style="list-style-type: none"> ● Small-group instruction <p>Special Education:</p> <ul style="list-style-type: none"> ● Small-group instruction ● One-on-one instruction <p>Indian Education:</p> <ul style="list-style-type: none"> ● Small-group instruction ● One-on-one instruction ● Homework support 	<p><u>Title One:</u> Early Interventions in Reading , Strategies to Achieve Reading Success (STARS), Read Live, Ready Common Core, standards-based skill activities</p> <p><u>Special Education:</u> Wilson Reading System, Horizons Level A and B, Read Naturally, Reading Mastery, Reading Eggs</p> <p><u>Indian Education:</u> Horizons Fast Track Level B, Read Live, Ready Common Core, Strategies to Achieve Reading Success (STARS), Standards-based skill activities</p>	<p>Title One, Indian Ed, and Special Ed: Comprehensive Assessment of Reading Strategies I & II(CARS), progress monitoring in fluency and STAR comprehension.</p> <p>Special Education: criterion-referenced data</p>

Grade Level	Support Program	Interventions (Tier II and III)	Data Collected
Third Grade	Title One: <ul style="list-style-type: none"> • Small-group instruction Special Education: <ul style="list-style-type: none"> • Small-group instruction • One-on-one instruction Indian Education: <ul style="list-style-type: none"> • Small-group instruction • One-on-one instruction • Homework support 	<u>Title One:</u> Ready Common Core, Read Live, standards-based skill activities <u>Special Education:</u> Strategies to Achieve Reading Success (STARS), Read Live, Wilson Reading System, Horizons Level B, SRA decoding and comprehension <u>Indian Education:</u> Ready Common Core, Read Live, Strategies to Achieve Reading Success (STARS), Standards-based skill activities	Title One, Indian Ed, and Special Ed: Comprehensive Assessment of Reading Strategies I & II(CARS), progress monitoring in fluency and STAR Comprehension. Special Education: criterion-referenced data

In addition to the academic supports listed above, each school provides services to students to meet their mental health and emotional needs. Both buildings operate a “Morning Connections” program that supports students by giving them time with adults to eat a healthy breakfast, and have a positive start to their day. We also have health and wellness programs offered by our county support workers, therapists from the Human Development Center, and an on-site dental program.

Intervention Block Minutes

According to *Delivering on the Promise*, “Students who are behind do not learn more in the same amount of time as students who are ahead. Catch-up growth is driven primarily by proportional increases in direct instructional time. Catch-up growth is so difficult to achieve that it can be the product only of quality instruction in great quantity.”

Our goal is to provide adequate time for catch-up growth by implementing a fifty-minute reading intervention block for grades K-3 in Indian Education, Title One and Special Education at each building. The students that are identified as being most at-risk (under the 25 percentile) will be the focus group for this additional time. Students who fall below the target, but are above the 25th percentile, will receive services based on availability of instruction.

Summer School

Beginning with the summer of 2015, both elementary buildings offer summer school to at-risk students. Classroom teachers and specialists utilize data to identify students, and invitations are sent. Summer school runs from 9:00-1:00 Monday-Thursday for three weeks in June and August. The school district provides free transportation and lunches for participating students. Instruction will be provided by certified staff and will be designed to be motivational and experiential.

Professional Development

Elementary teachers from both Churchill and Washington will meet bi-monthly for grade-level/specialty area Professional Learning Community (PLC) meetings. These days are devoted to reviewing data, setting goals, discussing instructional effectiveness, writing common assessments, and reviewing curriculum standards. Data retreats are conducted in September after the fall assessment window and again after the winter assessment window in January. Based on the results of our benchmark assessments, staff development opportunities will be designed and planned to address any areas of concern and weakness. Additionally, time will be given for each building literacy team to meet and review student progress-monitoring data, interventions being used, and to make adjustments to individual student plans.

Each building will also have time set aside during teacher professional days to work on building level goals and activities related to literacy. The format may look like the following:

- Book studies on scientifically-based reading instruction, best practices, poverty, academic or behavior interventions
- Peer collaboration/coaching
- Problem-solving involving student data, curriculum practices, etc.
- Cross grade-level/department discussions on literacy
- Literacy based technology resources
- Training time for core instruction, progress-monitoring, instructional interventions, and differentiating instruction
- Teaching to culturally diverse needs/culturally responsive strategies

Recognizing Diverse Needs

In order to have every learner reading by third grade, it is important that teachers embrace the whole learner. Students are coming into our schools with different experiences, backgrounds, learning abilities and styles. In order to reach every learner, teachers must apply instructional strategies that will differentiate for these unique needs, from the child who is struggling, to the child who needs more challenges.

Cloquet Public Schools is committed to staff development that addresses the unique needs of all student learners. Topics that have been explored have included poverty, differentiation of instruction, student behaviors, and culturally related instruction. Teachers are expected to engage all students to further their knowledge through the use of questioning strategies, providing feedback, and scaffolding the activities based on students' prior knowledge.

Many services are offered through the school and county to support the varying needs for families and the individual student. The schools provide many academic supports through Title I, Indian Education, and Special Education. Additional partnerships with Fond du Lac Human Services and Carlton County provides for mental health services and family support workers.

Approximately 20% of our students are Native American or Two or More Races, the predominant cultural subgroup. It is pertinent that we add resources to our curriculum that reflect the culture and heritage of all our students. Cloquet Public schools have worked hard to integrate the diversity through the core curriculum.

Bridge Committee (Building Relationships Intended to Develop Greater Education) – Birth 3rd Grade

Our school district works with area preschools, daycares and learning centers to “BRIDGE” the transition from birth to school. We have an active committee that meets throughout the year and their mission is to increase student achievement through collaboration, communication, and curriculum alignment. Committee membership includes representatives from area early childhood programs, daycare centers, kindergarten teachers from Cloquet and Fond du lac Ojibwe School, 1st, 2nd and 3rd grade public school teachers, along with Title I teachers from Cloquet.

For more information, please contact your child’s school.

Churchill Elementary School	218-879-3308
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Washington Elementary School	218-879-3369
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Attachment 1: Dyslexia Screening Process

Screening and Intervention Process

Step One:

Universal Screening using Aimsweb Plus and Star Reading given to all students during fall, winter and spring benchmark window.

Step Two:

Non-special education students who fall below the 10th percentile on the winter benchmarks in either STAR Reading or Aimsweb Plus assessments will be reviewed by the PST team and classroom teachers to determine if a formal referral will be made. The Shaywitz Dyslexia Screener will be completed on any students formally referred to PST.

Step Three:

Students will be assigned to a tiered intervention provider who will utilize the *MDE Teacher Checklist for Characteristics of Dyslexia* to identify areas of need and inform instruction. Specific curriculum and interventions will be identified and assigned by the PST team.

Tiered intervention will be provided in groups of no more than two students at a time.

Step Four:

Students will be progress monitored at a minimum of every two weeks.

Step Five:

After six weeks of consistent instruction, student progress and programming will be reviewed by the PST Team.

Step Six:

PST Team will determine if students should continue in current intervention, adjust intervention plan or move to Child Study Team (CST) for further evaluation options.

Parental Notifications

- Permission Slips for Title I Support Program (K-4)
- Permission Slips for ADSIS Support (5th)
- Parental Notification of PST Referral and communication of intervention plan. (K-5)
- Parental Notification of CST Referral
- Written Parental Notification of consent for further special education assessment
- Special education assessment results meeting with parents

Special Considerations

- The Response to Intervention team includes an American Indian Education representative(s) to assist in determining if a student's reading difficulties are related primarily to cultural factors.
- The Response to Intervention team will consult with the English Language Learner representative if a student's reading difficulties are related primarily to their first language.

Attachment 2: Sample Parent Notification Letter

Dear parent of _____,

According to the *Reading Well by 3rd Grade* legislation, all Minnesota schools are required to notify families when their child is at-risk of not being able to read at or above grade level by the end of third grade. In order to identify these at-risk readers, all Cloquet students are tested to determine how well they are progressing toward meeting their grade-level reading expectations. Based on the most current test results, which are listed below, _____, has been identified as not meeting these expectations and is therefore at-risk of not reading well by the end of third grade.

Test Results

2nd Grade & 3rd Grade students only (AIMSweb+ and STAR):

Aimsweb Plus Composite Score (Vocabulary/Comprehension/Fluency) _____ %tile/Target is 25th

STAR Reading Comprehension _____ %tile/Target is 25th

STAR level of recommended intervention: _____ Urgent Intervention _____ Intervention

Attendance concerns _____ Yes

(checked if applicable) _____

**This student is on a Special Education Individualized Education Plan.
Please see IEP for specific program goals.**

We want to recognize the growth that your child has been making this school year. It is our hope that with continued daily support at *both* home and school, your child will continue to make gains toward reaching this goal by the end of third grade. We will begin/continue to provide additional reading support in school through the following program(s):

Reading Club – Title I/Indian Ed

Special Education

If you have any questions or concerns, please contact your child's teacher.

Sincerely,

Building Principal