



# Get to Know Michigan PA 306 of 2016 Sec 1280f Implementation Task QUESTION SET

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## DIRECTIONS

Use information, where available from the Visual (graphic organizer, to answer the questions that follow. As you study, consider making notes on both your answer sheet and your Visual. Especially include questions that come to mind that you need to have answered as we move into the next week or so. Please write these on your answer sheet or graphic organizer.

## Questions

1. In your own words, what is Michigan's Public Act 306 of 2016?
2. What is required for staff in schools to do within the first 30 days of students coming back to school?
3. What would the cut-off date be for your school or district? (Figure it out and write your answer here and on the visual.)
4. What is the name of the initial assessment will be given to your students? (Also make a note on your visual.)
5. What is an initial assessment?
6. What ELA program do students have if they are NOT deficient?
7. What ELA program do students have if they ARE deficient?
8. After determining a student is deficient, what is the maximum amount of time a school staff has to completed the required tasks?
9. What is the amount of time your school staff is going to take? Has it been determined?

10. Information from the law can be grouped into four thematic Action Blocks that show the required supports for students who have a deficit in reading. What are the four areas of action?
11. Would sending a parent letter home notifying him or her of a student's assessment results be adequate based on the new law? What evidence supports your answer?
12. What documentation from the action block related to parents must schools now keep?
13. What does the acronym IRIP represent?
14. For which students must an IRIP be written?
15. Who creates an IRIP for a student?
16. What is the purpose of an IRIP?
17. Based on the visual, when looking at the key 4 action blocks for staff to implement once it has determined students showed a deficit, what is the one piece that is different depending on grade level?
18. When reviewing interventions for students, do any require students to participate in their interventions during their regular ELA period? Use evidence from the visual to support your answer.
19. Based on information in the visual, what sticks out as an emphasis with the 3<sup>rd</sup> grade interventions? (Use the page with the enlarged Interventions chart for easier reading.)
20. Based on the information in the Visual, do IRIPs need to be completed for students with Individual Education Plans (IEPs)?
21. What specifically, does the law point to, that is to be used to target professional development?
22. Based on the information in the professional development requirements, does the law require specific training courses for teachers? Explain.

23. Based on the law, is there an expectation that staff members work together? Explain.
24. Based on the law, is there a requirement that teachers figure out how to implement interventions on their own?
25. Three of the action blocks have a document that provides a framework for reading. What is the name of the document? (This document is not part of the law, but will be key in its implementation.)
26. Is this framework important in the core also – or mostly for students who show a deficit?
27. Another document not in the law, but is instrumental, is in the coaching block. What is its title?
28. Using your own words, provide a statement that summarizes the information in the coaching block.
29. What is instructional density?
30. How long is a school required to provide the intervention for a student?

## **Bring it Home**

Continue to use the visual to think about the following questions as they specifically apply to your school, your students, and your staff:

1. What components of the law does our school (district) already have in place? (You may want to highlight these on your visual.)
2. What components of the law does our school (district) still need to develop?
3. What information do we need to continue to study and share as we shape stronger early literacy and mathematics environments for our littles?
4. Based on the law, how is deficient defined?

5. What is a score of proficient on the MDE’s Early Childhood Literacy and Mathematics Benchmark Assessment?
6. Based on the MDE score reports how do you know if a student is deficient?
7. What is the process for obtaining a coach from the ISD?
8. What is the difference in an early literacy delay and a reading deficiency?

There is more to the law that we will study later including the offering of a summer reading camp and additional information about what happens in the 2018-2019 school year and beyond.

### Got Questions?

You are not the only one with questions. Write them down. Turn them in. Let’s get them answered. Just use the format given during our session today share your questions (e.g., write one question per index card and leave the cards before you go; etc.).

Thanks for getting your learning on today as we all get smarter, and remember always,

