<u>2011 Minnesota Statute</u>: 120B.12
Reading proficiently no later than the end of Grade 3.

Wheaton Area School District
District #803

<u>Minnesota State Literacy goal:</u>

The state of Minnesota legislature seeks to have every child reading at or above grade level no later than the end of grade 3 and that teachers provide comprehensive, scientifically based reading instruction.

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. The plan must include a process to:
1) assess students' level of reading proficiency
2) notify and involve parents
3) intervene with students who are not reading at or above grade level
4) identify and meet staff development needs

<u>Reading proficiently by 3rd grade:</u>

The state mandate requires school districts to design their programming to make sure that students are reading proficiently by the end of **grade 3**.   A review of conducted research consistently reveals a very strong correlation between children's reading proficiency at grade 3 and rate of high school graduation. Students who are reading at grade level by the end of grade 3 consistently perform better in school for the years to come as compared to those students who are not reading proficiently at the end of grade 3. It is our responsibility to ensure that our students are college or career ready when they leave our educational system.
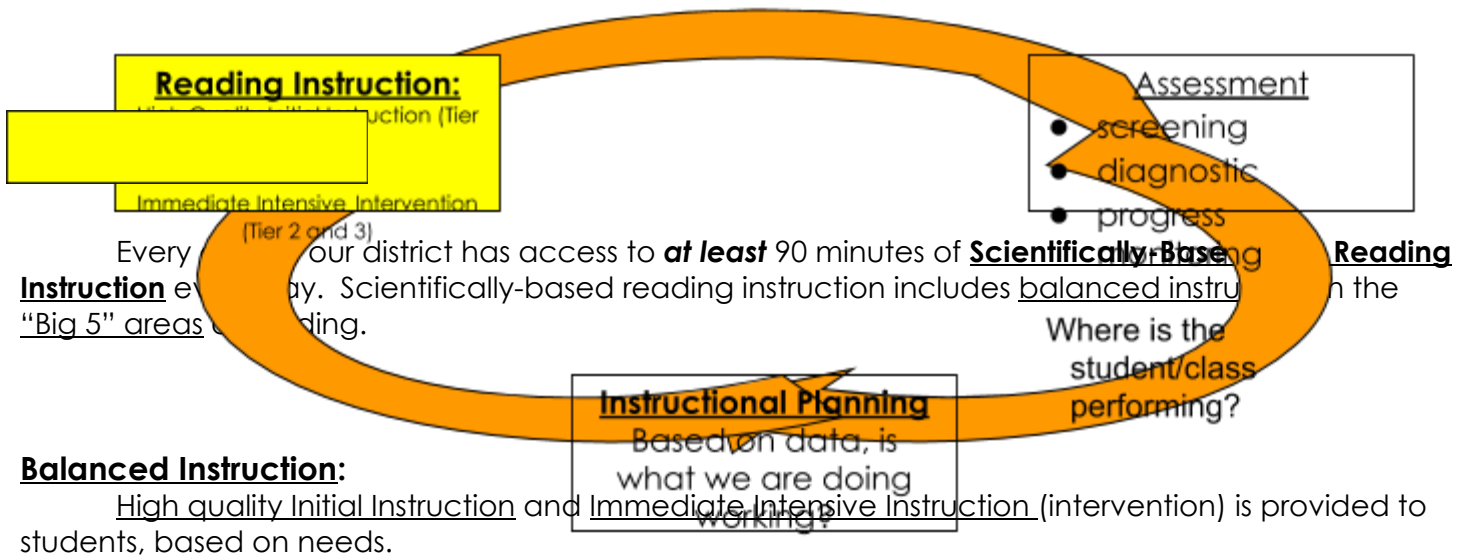
Wheaton Area Schools is committed to ensuring that all children read proficiently by grade 3 and is making sure that all children reach their academic potential, therefore

At Wheaton Area Schools, ensuring that <u>every child can read</u> is our #1 priority.

We recognize that we are living in the information age. Without the ability to read and understand what is being read, a person will have difficulty functioning and succeeding in our society. Over the past decade alone, the amount of information requiring more advanced levels of comprehension, writing skills, problem solving abilities and critical thinking has grown tremendously. As a result, adults with limited reading skills will have fewer opportunities for success in society. **Therefore, it has never been more important to us that every child learns to read and we are committed to do _whatever it takes_ to ensure every child in our district becomes a functional reader.**

Written below are the details the plan that the Wheaton Area School District (#811) is following to ensure that necessary components are in place so that all children will be reading well by the end of 3rd grade.

Our **"Whatever it Takes"** philosophy is based on this ongoing model.

Reading Instruction:
High Quality Initial Instruction (Tier

Immediate Intensive Intervention
(Tier 2 and 3)

Assessment
- screening
- diagnostic
- progress

Every child in our district has access to **at least** 90 minutes of **Scientifically-Based Reading Instruction** every day. Scientifically-based reading instruction includes balanced instruction in the "Big 5" areas of reading.

Where is the student/class performing?

Instructional Planning
Based on data, is what we are doing working?

Balanced Instruction:
High quality Initial Instruction and Immediate Intensive Instruction (intervention) is provided to students, based on needs.

High Quality Initial Instruction

Whole group instruction – Whole-class instruction is often used to introduce new materials strategies to the entire class. Our teachers find that working with the whole class to introduce concepts builds common experiences and provide a shared basis for further exploration, problem solving, and skill development. Whole-class instruction also can help identify students' prior knowledge and experiences that will affect new knowledge acquisition.

Small group instruction – Our teachers use small, flexible groups to target specific skill needs provide opportunities for working with students who have common needs, for either placement or enrichment. Smaller group sized allow children more practice and response opportunities as well as immediate and directed feedback from the teacher.

Peer Pairing and Tutoring – Our teachers intentionally train students to effectively work with each other to enhance their learning in reading. This is especially beneficial for students who benefit from working in pairs rather than large groups or individually. Peer Assisted Learning Strategies (PALS) are used to support reading growth and development in our classrooms.

Immedi
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Intensi
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Instruct
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Individualized Instruction – Based on student data, when appropriate, students are offered on one, individualized instruction through intervention opportunities.   During these   sessions, ts receive explicit, direct instruction with immediate feedback by the teacher   or entionist.   This method of instruction is used with students for whom reading growth is   below and must be accelerated.

Big 5 Areas of Reading

1) *__Phonemic Awareness__* – hearing the sounds in our language, skills such as: clapping syllables (**beats**) in words, rhyming (words that sound the same at the **end**), alliteration (words that sound the same at the **beginning**), and blending and segmenting words helps children to sound out words.

2) *__Phonics__* – the relationship between the **symbols** (our letters) and **sounds** those letters make. Phonics is important because our language is alphabetic, and decoding is an essential and primary means of recognizing words.

3) *__Vocabulary__* – students need to have 80,000 words in their vocabulary by the time they graduate from high school. Vocabulary is very important in reading comprehension. Readers cannot understand what they are reading unless they know what most of the words mean.

4) *__Fluency-__*   Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. Fluency can be described as "automaticity" or how quickly the brain processes information.

5) *__Comprehension-__* The purpose for reading and the act of understanding what is read.   Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out.

High Quality Initial Instruction:

The *__McGraw-Hill Treasures__* and *__Glencoe Literature__* curricula are utilized by all classrooms. This curricula are designed to be used as full-year programs with instruction on developing the big 5 (**phonemic awareness**, **phonics, fluency, vocabulary and comprehension**) as well as writing, spelling, and grammar. Students are directly taught lessons as well as provided multiple practice opportunities where newly taught skills and strategies are embedded into daily activities.

Beginning in the 2019-2020 school year the Kindergarten class will be utilizing the **Fundations** supplemental word study program, which is a Wilson program based in the practices of Orton Gillingham. All Kindergarten teachers and Title 1 and ADSIS interventionists will be trained to intentionally implement the program as designed and will receive implementation coaching

throughout the year. The implementation of this program is in response to the growing language based needs that students are entering our school with.

1) Phonemic awareness skills _are intentionally and explicitly taught_ using the curriculum and supplemental resources to all students in our PreK, Kindergarten and 1st grade classrooms and additional instruction is provided for students as needed beyond 1st grade.

2) Phonics skills _are intentionally and explicitly taught_ using the curriculum and supplemental resources if needed to all students in PreK through 6th grade.

3) Vocabulary is _intentionally and explicitly taught_ using Reading and content area curriculum (Social Studies, Science, Art, Health, Music, Phy Ed) to all students in PreK through 6th grade.

4) Fluency skills _are intentionally and explicitly taught_ through continual practice opportunities using Reading and content area curriculum (Social Studies, Science, Art, Health, Music, Phy   Ed) to all students in PreK through 6th grade. PreK and Kindergarten fluency practice   opportunities use materials to build automaticity with letter names, letter sounds and sight   words rather than connected text materials.

5) Comprehension skills and strategies _are intentionally and explicitly taught_ through continual practice opportunities using Reading and content area curriculum (Social Studies, Science, Art, Health, Music, Phy Ed) to all students in PreK through 6th grade. The skills of both listening comprehension as well as reading comprehension are addressed and embedded   into learning.

Immediate Intensive Instruction:

For students whose data indicates that they are not making the rate of progress necessary with just the classroom instruction, additional support may be necessary. This additional support is provided **in addition to**, not **in place of** the Tier 1 Core Instruction.   Students will be placed in intervention programs based on assessment data and student's response to   instruction. Screening assessments will be used to determine student's need for additional   support and diagnostic assessments will be used to determine which big 5 area(s) are needed   to be targeted to strengthen.

Pre K Minnesota Reading Corps:

Students in the Wheaton Area ECFE School Readiness **PreK program** who are not proficient in early literacy reading skills receive daily one-on-one support from a trained tutor for tier 2 instruction. Students who fall slightly below target fit the criteria required to receive services through Minnesota Reading Corps. Students will work with the tutor on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, and vocabulary. The Reading Tutor is required to work

with at least 5 students from each PreK classroom, but is certainly able to work with more if the daily schedule allows.

Interventions used by the PreK Minnesota Reading Corps

Big 5 Area	Intervention/Description
Vocabulary	**Oral Language:** Students will increase skill in vocabulary and expressive language while providing a model and practice in correct grammar and syntax. Children will be able to expressively say identified objects through Random Automatic Naming over time. ● What is it Bag ● Cube: Vocabulary ● Theme-Related Picture Cards
Phonics	**Visual Discrimination** Students will increase skill in visual discrimination and letter sounds while providing practice that leads to automaticity so that children will be able to expressively say identified objects, colors, letters or sounds through Random Automatic Naming over time. ● Matching items that look the same ● Pointing to a letter when a tutor says it ● Saying the letters by themselves ● Pointing to a letter sound card when a tutor says it ● Saying the letter sound
Phonemic Awareness	**Phonological Awareness** Students will increase skill in auditory discrimination while providing practice that leads to automaticity so that children will be able to expressively identify sounds over time. ● Matching environmental sounds ● Matching rhyming or beginning sounds/alliterative words ● Pointing to rhyming or beginning sounds/alliterative words using pictures

K-3 Minnesota Reading Corps:

Students in **Kindergarten – 3rd grade** who are not proficient in reading skills receive one-on-one support from a trained tutor for 20 minutes each day. Students who fall slightly below target fit the criteria required to receive services through Minnesota Reading Corps. Students will work with the tutor on specific, scripted interventions to strengthen skills in the areas of phonics, phonemic awareness, fluency and comprehension. Students will receive, on average, 100 minutes/ week of additional reading support. The one on one setting allows a student to receive multiple response opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in that strategy.

Minnesota Reading Corps currently serves approximately 6% of the <u>K-3</u> population.

Interventions used by the K-3 Minnesota Reading Corps:

Big 5 Area	Intervention/Description
Phonics	**<u>Letter/Sound Correspondence:</u>** Students practice saying letter sounds when shown a letter symbol card.
Phonemic Awareness	**<u>Word Blending:</u>** Students practice blending sounds of consonant-vowel-consonant words to make words.
Phonemic Awareness	**<u>Phoneme Blending:</u>** When auditorily given the parts of a word the student will blend the parts to make a word. /c/ /a/ /t/ = cat
Phonemic Awareness	**<u>Phoneme Segmenting:</u>** When auditorily given a word, the student will provide the parts of the word cat = /c/ /a/ /t/
<u>Phonics/Phonemic Awareness and Fluency</u>	**<u>Great Leaps</u>:** A supplemental reading program that provides direct instruction of skills in the areas of phonemic awareness, phonics, high frequency words and reading fluency. The program provides support in 4 independent sections which can be used separately or together depending on the student's needs. **<u>4 – Independent sections</u>** Sound Awareness Letter Recognition and Phonics High Frequency Words and Phrases Stories
<u>Phonemic Awareness</u>	**<u>Sound Awareness (phonemic awareness):</u>** Students practice hearing the sounds in words. Students are asked to give information about the sounds in words (blend syllables, segment into syllables, select or produce rhyming words, select the first or last sound, alliteration)
Phonics	**<u>Letter Recognition and Phonics (phonics)</u>:** Students practice naming letters, saying the sounds of letters, and reading decodable words, prefixes, suffixes and letter combinations.
Fluency	**<u>High Frequency Words and Phrases (fluency):</u>** Students practice high frequency words found in children's text. Those words are then moved into phrases.
<u>Fluency</u>	**<u>Stories:</u>**

	Students practice reading stories. The stories increase in difficulty as the student passes from one story to the next.

Fluency	**RRCS = Repeated Reading with Comprehension Strategy:**
	Students repeatedly read aloud from a passage for one timed minute. After each timing, the student records how many words were read correctly and errors read in that minute. The student will re-read the same material again for 1 minute, and the goal is for the student to improve his/her fluency and read more words than the time before.
	        Throughout the intervention, students are asked to answer the following questions:
	      1) **Who is the most important who or what**? (character recall)
	      2) **What is the most important thing about the who or what**? (main idea)
	      3) **Predict what will happen in the rest of the story**? (Prediction)
	
	        This strategy includes a **fluency** component (repeated readings), **comprehension** component (answering the questions) and a motivational component (graphing the number of words read correctly and errors during the repeated readings.)

Fluency	**Duet Reading:**
	A passage will be selected for the student to read. The student will repeatedly read a section/portion of the passage (the same passage 4 times before moving on to the next part of the text.
	    1st reading: Student reads a portion of the text independently
	    2nd reading: Student and interventionist take turns reading every other word (interventionist starts)
	    3rd reading: Student and interventionist take turns reading every other word (student starts)
	    4th reading: Student reads the portion of the text independently

Fluency	**Stop/Go Reading:**
	This is for students who struggle to stop at periods and pause at punctuation during the reading. Students will read through **a portion** of the passage at a time. They will repeatedly read the same portion three times each.
	      1st reading: At the end of every sentence, the teacher will say **"stop"** and wait 2-5 seconds and then say **"go."** The student will read the next sentence in the same fashion.
	      2nd reading: Student will read the same portion of the passage and this time, at the end of every sentence, the student stops at the end of each sentence and takes a deep breath.

	3rd reading: Student will read the same portion of the passage and this time, at the end of every sentence, the student reads naturally, briefly pausing at the end of each sentence. Move to the next portion of the passage and begin the same routine again.
Fluency	**Pencil Tap:** This intervention is used for students who read so quickly that they insert many errors and inaccuracies. The student repeatedly reads each portion of the passage **3 times**. Each time the student reads, any time a word is misread, the teacher will tap the pencil. The student is expected to stop, fix the error, and go back to the beginning of the sentence and reread the sentence. The student rereads each portion three times with the goal to have fewer and fewer errors each time the passage portion is read.

Fluency	**Newscaster:**
	 This intervention is used for students who do not apply expression to their reading. This routine allows the student an opportunity to hear a fluent reader read a portion of the passage.
	    1st reading: The student reads a portion of a passage alone
	    2nd, 3rd and 4th readings: The interventionist reads aloud the same portion of the passage **3 times** while the student tracks with his/her finger.
	    4th, 5th and 6th readings: The interventionist and student read the same passage at the same time **3 times**, while the student matches the interventionist's speed and expression.
	    7th reading: Student reads the portion of the passage alone.

Title 1

Title 1 is a federally funded program that ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.   Wheaton Area Schools offers Title 1 support to students in grades K-5 who fall below target on reading screening assessments (NWEA, AIMS).   Specific intervention strategies are used to target the specific area(s) of the Big 5 to be strengthened. Students in Title 1 receive reading support in a small group setting or in a paired setting daily for 40 minutes sessions. Students will receive, on average, 175-200 minutes/week of additional reading support. The small group setting allows a student to receive multiple response

opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in that strategy.

Reading Intervention (ADSIS)

Alternative Delivery of Specialized Instructional Services (Special Education Prevention Program) provides instruction to assist students who need additional academic support to succeed in the general education environment. The goal of this program is to reduce the number of referrals to special education by providing supports to struggling students. The Special Education Prevention Program supports children in **Kindergarten – 12th grade**. It is the most intensive of intervention opportunities available for students prior to a special education referral. The small group setting allows a student to receive multiple response opportunities, direct reading instruction and immediate, corrective feedback from an individual highly trained in effective, research-based reading strategies. Students receive services 3 – 5 days/week, 20 – 50 minute sessions. Students in this program will receive, on average, 125-150 minutes/week of additional reading support.

Special Education:

Specific, individualized special education services are provided for students who meet eligibility criteria. A special education evaluation may be conducted if a team determines that appropriate, research based interventions have been attempted and classroom accommodations have been made and data continues to indicate that progress is not being made. Instruction for individuals who have met Special Education eligibility criteria is highly individualized and targeted based on student needs.

Title 1, ADSIS and Special Education Teachers and interventionists have been trained on and have access to the same fluency interventions used by the Minnesota Reading Corps Member and has further access to the following interventions:
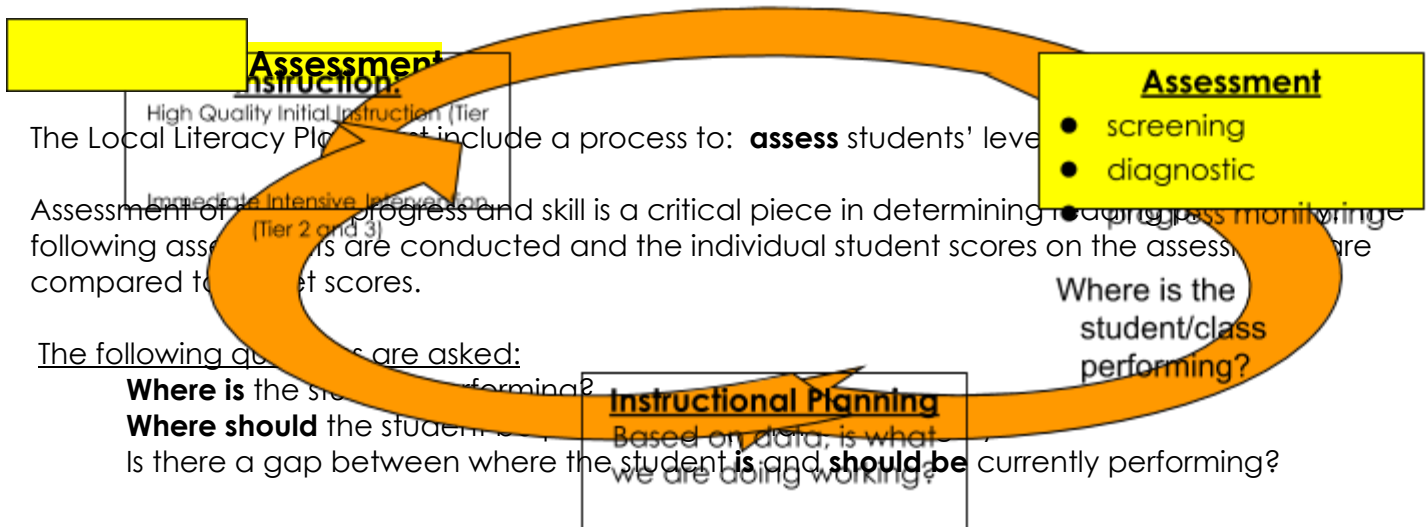
Big 5 Area	Intervention/Description
Fluency/Comprehension	**Read Naturally:** The Read Naturally program is a series of tools designed to help students improve reading fluency. The program provides a structured, "safe" and motivating environment for students, particularly those who are struggling readers, to improve their reading fluency. The program has three key elements: teacher modeling, repeated reading, and progress monitoring.

Big 5 Area	Intervention/Description
Phonemic awareness **Phonics** **Fluency** **Comprehension** **Vocabulary**	<u>**Early Success:**</u> A research-based reading intervention program for students in grades 1and 2 who need extra support to become proficient, grade-level readers. It is a small group model (5-7 students) that provides 30 minutes of daily instruction that is in addition to the core reading/language arts program. The daily lesson plan provides explicit, direct instruction in a three part lesson plan: Rereading for Fluency, Reading the Books of the Week and Working with Words/Writing Sentences.
Phonics **Fluency** **Comprehension**	<u>**Soar to Success**</u>: A reading intervention for students in grades 3-8 who are reading below grade level. It is used in addition to the core reading program. Two primary goals of this intervention are to accelerate students' reading ability and, to help students to quickly and easily apply the comprehension and decoding strategies they have learned to other content area texts. Instruction for *Soar to Success* occurs in small groups of 5-7 students that meet daily for 30-40 minute lessons for 18 weeks. Each lesson consists of five parts: Revisiting, Reviewing, Rehearsing, Reading and Reciprocal teaching, and Responding/Reflecting. Students read one book for four to five consecutive lessons, with a specific chunk of the book as the focus of each lesson.

Big 5 Area	Intervention/Description
Phonemic Awareness **Phonics** **Fluency** **Comprehension** **Vocabulary**	<u>**Reading Milestones:**</u> Vocabulary, language structures, and comprehension skills are introduced in small and constantly reinforced increments. The vocabulary was drawn from several high frequency word lists (including the Dolch Basic Sight Word List). All the essential comprehension skills-literal, inferential, evaluative, and critical reading skills-are introduced and practiced in workbook activities. Chunking (the separation of phrases by several spaces) is specifically used in the first three levels to aid in processing units larger than single words. Reading Milestones begins at the most basic language level. The program introduces vocabulary, syntax,

	and idiomatic language in very small steps and reinforces this learning before introducing new materials.
	The following levels are available for specific placement
	- Level 1 is at preprimer - 1.0 grade level - Level 2 is at 1.0 - 1.5 grade level - Level 3 is at 1.5 - 2.0 grade level - Level 4 is at 2.0 - 2.5 grade level - Level 5 is at 3.0 - 3.5 grade level - Level 6 is at 4.0 - 5.0 grade level
Fluency **Vocabulary**	**EdMark:** The Edmark Reading Program uses a whole-word approach, with short instructional steps, consistent repetition, and positive reinforcement to ensure that students experience immediate success. Multiple learning modalities are incorporated into this highly effective process with a variety of lesson formats that keep students motivated and involved. Graphics, content, and presentation are appropriate for readers of all ages. At five- and ten- word intervals, review and test activities are provided, allowing teachers to test student knowledge of learned words. Management tools and automatic record keeping allow teachers to individualize student learning and track progress.
Phonemic Awareness **Phonics** **Fluency**	**First Grade PALS** *First Grade PALS* is used to enhance the regular school reading curriculum, not replace it. *First Grade PALS* is designed to increase students' time engaged in reading. Each *First Grade PALS* session incorporates two separate tutoring routines. The first routine, entitled Sounds and Words, is a set of code-based activities that follow a direct instruction model and include the components of phonemic awareness, phonics, and fluency. The second routine, Story Sharing, provides each pair the opportunity to interact with text to promote fluency and comprehension.
Fluency/Comprehension	**Accelerated Reader** Students choose books or short stories to read for which there are *AR* tests. *AR* software provides comprehension tests featuring five to 20 multiple-choice questions. The student reads the book and then takes the test which gives immediate feedback in terms of the number of correct answers on the test.
Phonics **Vocabulary** **Comprehension**	**SRA Corrective Reading** A comprehensive intervention program designed for students in grades 4-12. It targets students who are reading one or more years below grade level and is appropriate for students who are in special education classrooms as well. The 3 essential goals of the program are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension. The program is tightly sequenced, offering 2 distinct Intervention Strands: **Decoding and Comprehension**. There are 4 levels at each

	of these two strands that address varied reading skills and ability levels. The Decoding strand is appropriate for students that have trouble identifying words, understanding how the arrangement of letters in a word relate to its pronunciation, and whose reading rate is inefficient. Comprehension programs are suitable for students that have limited vocabulary, narrow background knowledge and inadequate thinking skills. The Decoding strand lesson format incorporates word-attack skills practice, group reading, individual reading checkouts, and workbook exercises. The Comprehension strand lesson format synthesizes thinking operations, workbook exercises, information, and oral group work.

The Local Literacy Plan must include a process to: **assess** students' level

Assessment of a student's progress and skill is a critical piece in determining reading progress. The following assessments are conducted and the individual student scores on the assessment are compared to a target scores.

The following questions are asked:
    Where is the student performing?
    Where should the student be performing?
    Is there a gap between where the student **is** and **should be** currently performing?

Wheaton Area School utilizes three forms of assessment practices to make educational programming decisions for their students.

         Screening/Benchmarking assessments

         Diagnostic Assessments

         Progress Monitoring Assessments

Screening/Benchmarking assessments:

Benchmarks data will be collected in the fall/winter/spring for **all** students using grade level assessment materials. Results from the assessment will be used by teachers to identify students at-risk, help individualize instruction, evaluate student progress, and serve as an accountability and communication tool for system improvement.

- Identify Early – Identify students not making progress quickly and accurately

Benchmark Screenings for Kindergarten

Target Scores to indicate proficiency in the skill:

Big 5 Area	Measure	Fall Target	Winter Target	Spring Target
Phonemic Awareness	Onset Sounds	10	10	10
	Word Segmenting	7	28	31
Phonics	Letter Name	24	44	53
	Letter Sound	8	27	48
	Decodable Words		5	12
Fluency	Sight Words		11	26

Benchmark Screenings for 1st Grade

Big 5 Area	Measure		Fall Target	Winter Target	Spring Target
Phonemic Awareness	Word Seg		28	32	33
	Words	FAST			33
	Word	aReading			Avg

Fluency	Oral Reading Fluency	FAST		22	52
	Sight Words	FAST	25	56	72
Comprehension	Comprehension	aReading	439	460	475

*Avg. = (at or above the 40th %ile)

aReading overall Reading Scores

	Fall Target	**Winter Target**	**Spring Target**
Reading	439	460	475

Big 5 A	2nd - 6th Grade		Winter Target Avg*	Spring Target Avg*
Vocab				
Fluency	2	63	97	116
	6	151	166	181
Comprehension	2	475	485	494
	3	492	501	507
	4	504	511	517
	5	514	521	526
	6	521	527	531
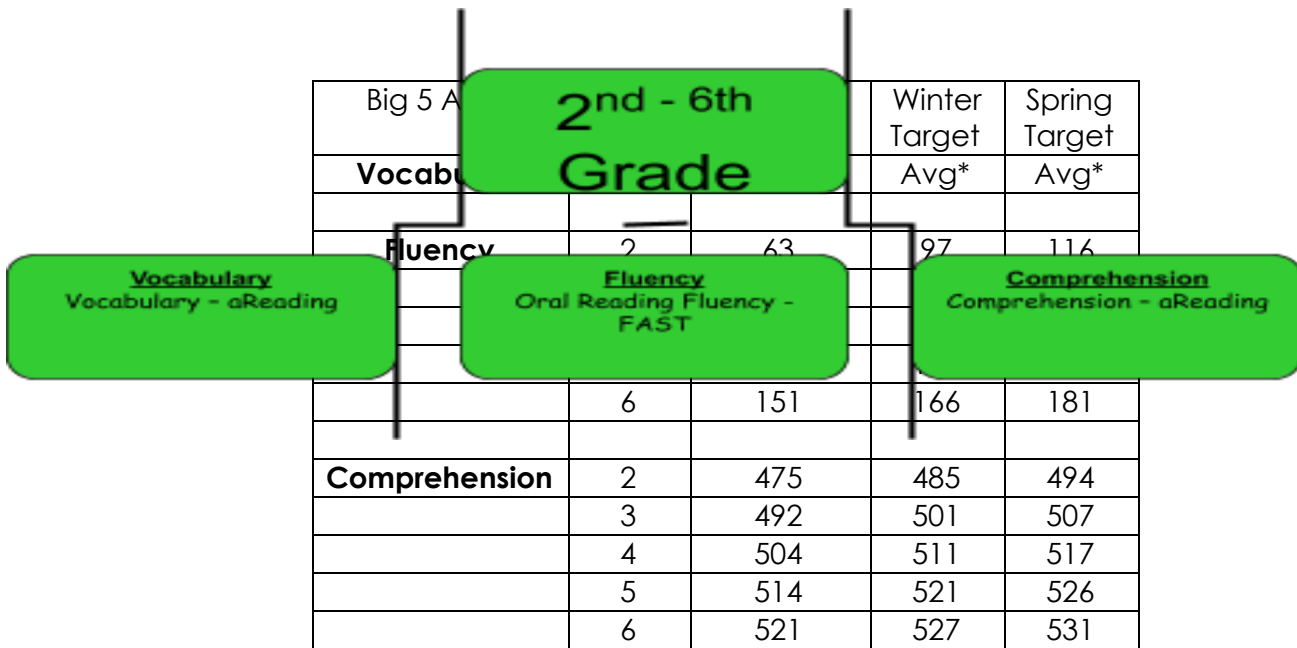
Diagnostic Assessments-

 When screening assessments indicate below target or below average results, further assessments will be used to further diagnose the challenging area of reading.

Available Diagnostic tools include:

Phonemic Awareness
- √ Phonological Awareness Continuum of Complexity
- √ Phonological Awareness Skills Inventory
- √ Word Segmenting (FASTBridge)
- √ Onset-Sounds

Phonics
- √ Visual Discrimination Continuum of Complexity

√ Phonics Survey
√ Letter-Naming Fluency; Letter-Sound Fluency (FASTBridge)
√ Decodable Words (FASTBridge)

Fluency

√   CBM-R
√   Sight Words

Comprehension

√   aReading Individual Report (future, developing, mastered skills)

Vocabulary

√   aReading Individual Report (future, developing, mastered skills)

Progress Monitoring-

This is the process in determining and ensuring that what we are doing is working.

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring is implemented with all students who are receiving any Tier II or Tier III support in the area of reading. The tools used to monitor a student's progress are designed to show growth over a short amount of time, therefore, students' growth can be monitored on a weekly/biweekly/monthly basis. Data is shared weekly/biweekly/monthly with parents and teachers and educational decisions are made, ongoing, based on the data.

To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

Intervention Program	Frequency of Progress Monitoring	Data reported to teachers and parents
Minnesota Reading Corps	Weekly	Quarterly
Title 1	Every 2 weeks	Quarterly
ADSIS	Weekly	Quarterly
Special Education	Weekly	Quarterly
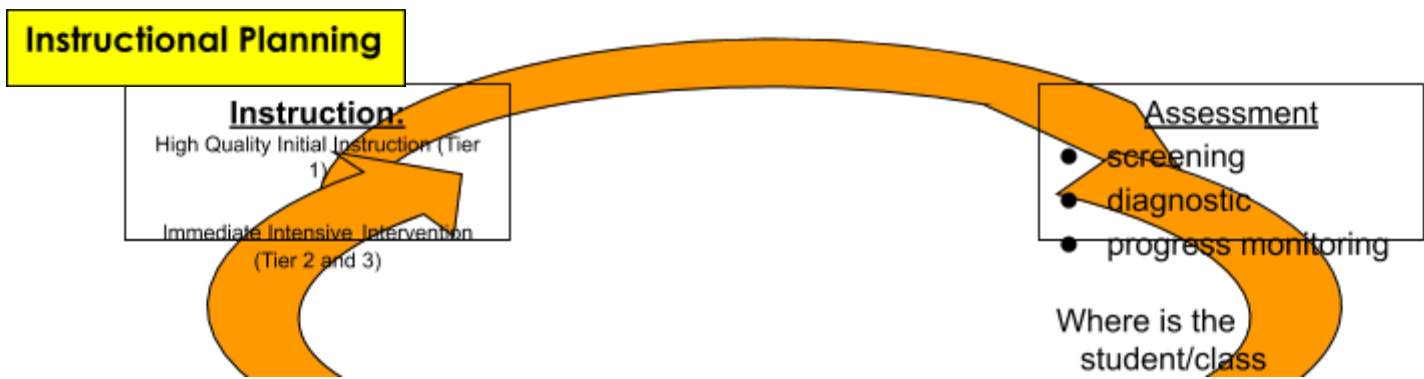
When data indicates that a student is not meeting target or gaining skills needed to be a proficient reader, planning is done and a targeted intervention is put into that child's day to ensure that progress will be made.

CST – Child Study Team

Wheaton Area schools has a functioning Child Study Team at both the elementary and high school which consists of teachers from multiple grade levels, a special education teacher, interventionists, and the principal. This team meets every 2 weeks to discuss appropriate programming for children who are falling behind academically or struggling with behavioral issues.

After Fall Benchmarking, the team meets to place students, based on data, into supportive interventions. By synthesizing FAST, aReading and MCA-III data together, the team makes Tier 2 intervention placements for all students who are determined below target. Specific criteria are required for each intervention entrance.   Students then begin working in Tier 2 interventions with an interventionist using a scientifically based reading intervention (as described above).   Outside diagnosis of dyslexia and convergence insufficiency will be included in planning and educational programming decisions to best meet the needs of each student.

Progress monitoring data is reviewed every 2 weeks to determine intervention effectiveness. Exit criteria is specified as well and decisions are made to continue intervention, change intervention or exit the student from intervention based on the current progress monitoring data.

The ongoing process continues. **Instruction** is followed by **assessment.** The data from the assessment is analyzed and **instruction** is **planned** and then put into place.

Parental Involvement
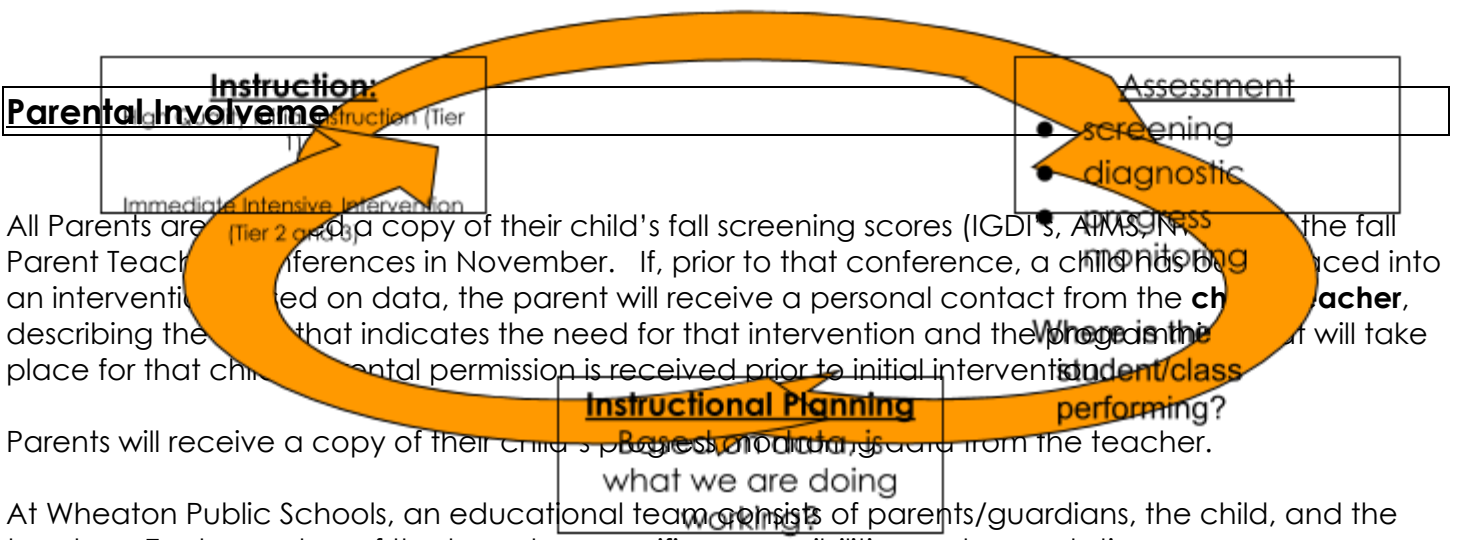
All Parents are given a copy of their child's fall screening scores (IGDI's, AIMSweb) at the fall Parent Teacher conferences in November.   If, prior to that conference, a child has been placed into an intervention based on data, the parent will receive a personal contact from the **classroom teacher**, describing the data that indicates the need for that intervention and the program that it will take place for that child. Parental permission is received prior to initial intervention.

Parents will receive a copy of their child's progress monitoring data from the teacher.

At Wheaton Public Schools, an educational team consists of parents/guardians, the child, and the teacher. Each member of the team has specific responsibilities and expectations:

> The Parent(s)/Guardian(s) is/are expected to:
> 1. Make sure that their child attends school regularly, is on time, and is prepared to learn.

2. Ask what skills their child is learning in classes each.
3. Engage in activities with their son/daughter that continues his/her classroom learning at home.
4. Check that written and study homework is completed each day.
5. Attend school activities and programs that are displays and/or applications of what their child is learning in school
6. Communicate frequently with their child's teacher, through notes, conferences, telephone conversation or email about how well their child is doing.

The Student is expected to:

1. Come to school on time and be ready to learn.
2. Pay attention to his/her teachers and family when they are helping with school work.
3. Write down homework assignments and make sure to bring home the books and materials needed to do them.
4. Complete homework and remember to bring it to class.
5. Ask for help from teachers and family members when it is needed.
6. Show parents work and tests, returning them with their signatures, if their teachers request it.

The Teacher is expected to:

1. Provide quality teaching and model behaviors for students and their families.
2. Communicate frequently with families about their students' progress.
3. Recognize that all students learn differently and employ varied instruction strategies.
4. Use technology as an assessment and teaching tool.
5. Provide frequent feedback to students about their academic progress and participation
6. Participate in meaningful professional development to enhance instruction skill

Professional Development

Quality teachers are the single greatest determinant of student achievement. In order to remain informed and up-to-date on new research on how children learn, emerging technology tools for the classroom, and new curriculum resources, providing opportunities for teachers to learn is essential.

Professional Development Opportunities:

Based on staff needs assessments, our Professional Development plan is determined.

Multi-grade level meetings: Once every year, multi-grade level groups discuss and analyze testing results, discuss at risk students and transfer cumulative folders.

Workshop Opportunities:

Staff members are required to seek funding from the staff development fund to attend workshops and trainings outside of the school district. A staff development committee is in place to grant permission for attendance.

<u>Summer Training Opportunities:</u>

The Midwest Special Education Cooperative, of which Wheaton Area Schools is a member, provides various literacy training opportunities throughout the summer for the staff (PreK-12, Title 1, Paraprofessionals, etc) of all member districts. The opportunities are provided at no charge to the attendees and attendees are provided a monetary stipend for attending. Recent training in which Wheaton Area staff has attended include:

Best Practices in Early Literacy (K-1)
Best practices in Literacy Instruction (2-6)
PALS (K-PALS, 1st grade PALS, PALS 2-6th)
Content Area Reading Strategies
SEEDS of Emotional Development
Using Data to Drive Instruction
Response to Intervention
Instructional Coaching
LETRS training

Professional Development Needs:

Based on the analysis of current literacy practices at Wheaton Area School, it was determined that further professional development is needed in the areas of:

EL training
Differentiated Instruction
Using data to drive instruction