SWP Instructional Program Design/ Scientifically-based Instructional Strategies 2012-2013

All students are expected to meet the state's challenging standards. Students who experience difficulty will be provided timely, effective, additional assistance. Instructional strategies and initiatives in the plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.

1. Describe the key components of the research based instructional program that the school will implement, which have been determined to address priority needs.

USE THE LANGUAGE IN RED AS AN EXAMPLE, THEN WRITE TO FIT YOUR BUILDING

(Your school's name) implements the following instructional programs:

<u>Reading Examples</u>: McGraw Hill Triumphs Intervention Program, Read Naturally, Early Reading Inventory, Houghton Mifflin Reading, Treasures McGraw Hill, Read Well, and Rewards.

<u>Math Examples:</u> Investigations/envisions Math, Voyager Math, Truimphs Math, Mathematics Navigator, Fastt Math, and Bridges Breakout.

Students are assessed using easyCBM and diagnostic assessments. The information provided by these assessments allows us to properly target skill areas and provide a specific intervention to students below the 30th percentile. Below is a detailed grid explaining the instructional needs being addressed, strategy, research-based principle, and the research source.

Reading:

Acading.			
Instructional Need Being Addressed	Strategy Description and/or Curriculum	Research-based Principle	Research Source
Phoneme Segmentation	The ability to hear and manipulate sounds in words, teach in small groups, focus on 1 or 2 types of PA, teach explicitly and systematically	Phonological Awareness: Student must master blending and segmenting words before they can learn to decode words in print successfully	Lyon 1995, Torgesen and Burgess 1998; Nation and Hulme 1997
Phonemic Awareness (Here is an example identifying the curriculum →)	 Houghton Mifflin Reading Wright Group ERI Scott Foresman ERI Horizons Read Well Soar to Success Reading Mastery Corrective Reading Phonics for Reading 	Phonemic awareness and letter knowledge have been identified as the two best predictors of how well children will learn to read.	National Reading Panel

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Letter names.	Letter sounds and	Alphabetic Principle:	Liberman &
Letter sounds	combinations, multi-	The ability to associate sounds	Liberman,
	svilables: Knowing the	with letters and use these	1990: Juel.
(Letter-sound	sounds that correspond	sounds to form words. The	1991:
corresponden	to letters	understanding that words in	Stanovich
ce blending	reading/spelling words in	spoken language are	1986 [.]
nhonological	which each letter	represented in print. Sounds in	National
rocoding)	roprosonte ite most	words relate to the letters that	Reading
recounty)	represents its most	words relate to the letters that	Reaulity Danal 2000
	common sound,	represent mem.	Fallel, 2000
	which and an more letter		
	which one of more letter		
	does not represent its		
	most common sound,		
	reading/spelling words		
	that include letter		
	patterns and		
	combinations,		
	reading/spelling multi-		
	syllabic words and		
	words with prefixes and		
	suffixes. Activities		
	include: Letter/sound		
	correspondence,		
	blending, decodable		
	text, dictation, word		
	work, and high		
	frequency words.		
	Repeated readings,	Automaticity: The effortless,	National
Fluency	corrective feedback,	automatic ability to read words in	Reading
	brief 15-30 minutes	connected text. Fluent readers	Panel, 2000;
	sessions: Students	focus their attention on	Nathan &
	read level appropriate	understanding the text,	Stanovich,
	materials, multiple	synchronize skills of decoding,	1991, pg.
	examples of each letter	vocabulary, and comprehension,	176; Coyne,
	sound/word in the	read with speed and accuracy.	Kame'enui. &
	practice set. Paired peer	and interpret text and make	Simmons.
	practice, word games.	connections between the ideas	2001
	produce, word gamee,	in the text	2001
Vocabulary	Direct instruction, pre-	Vocabulary Development: The	National
	teaching, repetition	ability to understand receptive	Reading
	and multiple	language and use expressive	Panel, 2000;
	exposures to words in	words to acquire and convey	Baker,
	a variety of contexts.	meaning.	Simmons, &
	and independent		Kame'enui.
	reading:		1997: Hart &
	Synonyms/antonyms		Risley 1995
	word classifications		2002:
	definitions		Anderson &
	Explicit strategy: direct		Nagy 1992
	explanation modeling		Dickson
	quided practice		Collins
	feedback and application		Simmons and
			Kame'enui
			1008
	1		1990

Comprehension	Use multiple strategies and active involvement. Make predictions, identify information from stories, retelling and summarizing, making inferences. Teacher modeling and think- alouds.	Comprehension: Readers who comprehend well are also good decoders. Time spent reading is highly correlated with comprehension. Effective comprehension strategies should be explicit, or direct (through direct explanation, modeling, guided practice, and help with application of a strategy.	Big Ideas in Beginning Reading, University of Oregon Cunningham & Stanovich, 1998; Fuchs, Fuchs, & Maxwell, 1988; Jenkins, Fuchs, Espin, van den Broek, & Deno, 2000, National Reading Panel
Math:			

Math:

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Instructional Need Being	Strategy Description and/or	Research-based Principle	Research Source
Addressed	Curriculum		
Common Core State standards: • Counting and Cardinality • Operations and Algebraic Thinking • Numbers and Operations in Base Ten • Numbers and Operations; Fractions • Measurement and Data • Geometry	Provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals, which help students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications. Stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels	Research has solidly established the important role of conceptual understanding in the learning of mathematics. By aligning factual knowledge and procedural proficiency with conceptual knowledge, students can become effective learners. They will be able to recognize the importance of reflecting on their thinking and learning from their mistakes. Students become competent and confident in their ability to tackle difficult problems and willing to persevere when tasks are challenging. In a coherent curriculum, mathematical ideas are linked to and build on one another so that students' understanding and knowledge deepen and their ability to apply mathematics expands. An effective mathematics curriculum focuses on important mathematics that will prepare students for continued study and for solving problems in a variety of school,	National Council of Teachers of Mathematics Common Core State Standards Initiative, 2010

		home, and work settings. A well-articulated curriculum challenges students to learn increasingly more sophisticated mathematical ideas as they continue their studies.	
Core math content standards: • Numbers and Operations • Computational fluency • Numbers and Operations and Algebra • Geometry • Measurement • Data Analysis (Here is an example identifying the curriculum →)	 Number Worlds Voyager Math Bridges Breakout Connecting Math Concepts FocusMath 	 mathematical ideas as they continue their studies. Research has solidly established the important role of conceptual understanding in the learning of mathematics. By aligning factual knowledge and procedural proficiency with conceptual knowledge, students can become effective learners. They will be able to recognize the importance of reflecting on their thinking and learning from their mistakes. Students become competent and confident in their ability to tackle difficult problems and willing to persevere when tasks are challenging. In a coherent curriculum, mathematical ideas are linked to and build on one another so that students' understanding and knowledge deepen and their ability to apply mathematics expands. An effective mathematics curriculum focuses on important mathematics that will prepare students for continued study and for solving problems in a variety of school, home, and work settings. 	National Council of Teachers of Mathematics
		challenges students to learn increasingly more sophisticated mathematical ideas as they continue their studies.	

Student Assistance

The school-wide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

Using the grid below, describe:

- 1. How the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.
- 2. How timely assistance and services will be provided for your struggling learners.
- 3. Services for the following special populations:
 - How services will be provided for your special education students;
 - How services will be provided for your English Language Learners;
 - How services will be provided for your migrant students; and
 - How services will be provided for your homeless students

Grade Level	Services	Criteria
Kindergarten		
First		
Second (Sample)	 Tier 1 (HM core) reading instruction for 60 minutes daily by classroom teacher Tier 2 (workshop) small group (<5 students) for 30 minutes daily from Title 1, Special Education or classroom teachers using HM materials 	 EasyCBM benchmark testing 3 times yearly for all students EasyCBM designation of "high" or "some" risk (below 30%ile) receive Tier 2 and Tier 3 reading EasyCBM progress monitoring in reading twice a month for students in Title I Tier 2 and Tier 3 reading interventions
	• Tier 3 (third dose) small group (<5 students) pull out for 30 minutes daily using Horizons A/B, Soar	 EasyCBM progress monitoring in math once a month for students in Title I Math Booster interventions Woodcock Muñoz screening for ELL

		at death
	to Success and/or Read	students
	Naturally	ELPA testing for ELL students
	• Main Booster (Tier 2/3)	
	small group (<5 students)	
	for 30 minutes daily from	
	Litle 1, Special Education	
	or classroom teachers	
	using core math or	
	intervention programs	
	BEST after school	
	program for 60 minutes 4 x	
	per week as additional	
	reading and/or math	
	intervention.	
	Identified ELL students	
	may receive both	
	workshop and third dose	
	reading instruction in	
	addition to their ELD	
	instruction	
Third		
Fourth		
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Fifth		

<u>Attach your school instructional schedule, including how the mathematics and reading instructional program will be organized and delivered in your whole school.</u>