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

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program giving consideration for extended learning time, provides an accelerated high-quality curriculum, and minimizes removing children from the regular classroom.

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

School: _____

1. Describe the key components of the math and/or reading instructional program for the whole school.

Sample Description
The core program for reading uses the Treasures curriculum for 60 minutes of whole class instruction and 30 minutes of differentiated instruction in small groups in the classroom. Kindergarten is half day in the morning and uses Treasures for 30 minutes of whole class instruction and 20 minutes of differentiated instruction with small groups.

The core program for math uses the 4j district adopted math curriculum based on Investigations/Envision for 60 minutes of whole class instruction with an additional 10 minutes for routines. Kindergarten math instruction for a half day programs like ours is 30 minutes a day using Investigations.

2. Describe how the mathematics and/or reading instructional programs will be organized and delivered to students in your targeted program.

Grade Level	Services	Criteria
Kindergarten Targeted Students	Reading: Classroom teachers … Title I provides .. The curriculum used is… Math: Classroom teachers … Title I provides .. The curriculum used is…	easyCBM benchmark assessments given 3x a year. Students scoring below 30% in Letter Names and Letter Sounds, Prior Eligibility, and Teacher Recommendation Progress monitoring every two weeks

First Grade Targeted Students	Reading: Math:	easyCBM benchmark assessments given 3x a year. Students scoring below 30% in Letter Names and Segmenting, Prior Eligibility, and Teacher Recommendation Progress monitoring every two weeks
Second Grade Targeted Students	Reading: Math:	easyCBM benchmark assessments given 3x a year. Students scoring below 20% in Passage Reading Fluency and High Frequency Words, Prior Eligibility, and Teacher Recommendation Progress monitoring every two weeks
Third Grade Targeted Students	Reading: Math:	easyCBM benchmark assessments given 3x a year. Students scoring below 30% in Passage Reading Fluency and Vocabulary, Prior Eligibility, and Teacher Recommendation Progress monitoring every two weeks
Fourth Grade Targeted Students	Reading: Math:	

Fifth Grade Targeted Students	Reading: Math:	

3. Describe how this program is supplemental for students. Explain how the program is an addition to the regular classroom instruction and/or uses extended time. These can be services during the school day or extended learning time opportunities.

Sample Description:

A Tier III intervention, of 60 to 90 minutes a week of supplemental reading instruction, is provided for targeted students outside of their whole class, which includes differentiated reading instruction for grades K-3, and math instruction for grades 1 and 2. With some students this Tier takes place during the school day and with some students in an after school program. When a Tier III intervention is provided for a student during the school day, every effort is made for it to take place during a student's independent study time so that no classroom instruction is missed.

4. Describe the research base or evidence of effectiveness that supports the strategies you have selected for targeted students.

Reading:

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	• Houghton Mifflin Reading • Wright Group ERI • Scott Foresman ERI • Horizons	Phonemic awareness and letter knowledge have been identified as the two best predictors of how well children will learn to read.	National Reading Panel

(Here is an example identifying the curriculum ➔)	• Read Well • Soar to Success • Reading Mastery • Corrective Reading • Phonics for Reading •		
Letter names, Letter sounds (Letter-sound corresponden ce, blending, phonological recoding)	***Letter sounds and combinations, multi-syllables:*** Knowing the sounds that correspond to letters, reading/spelling words in which each letter represents its most common sound, reading/spelling words in which one or 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.	***Alphabetic Principle:*** The ability to associate sounds with letters and use these sounds to form words. The understanding that words in spoken language are represented in print. Sounds in words relate to the letters that represent them.	Liberman & Liberman, 1990; Juel, 1991; Stanovich, 1986; National Reading Panel, 2000
Fluency	***Repeated readings, corrective feedback, brief 15-30 minutes sessions:*** Students read level appropriate materials, multiple examples of each letter sound/word in the practice set. Paired peer practice, word games,	***Automaticity:*** The effortless, automatic ability to read words in connected text. Fluent readers focus their attention on understanding the text, synchronize skills of decoding, vocabulary, and comprehension, read with speed and accuracy, and interpret text and make connections between the ideas in the text.	National Reading Panel, 2000; Nathan & Stanovich, 1991, pg. 176; Coyne, Kame'enui, & Simmons, 2001
Vocabulary	***Direct instruction, pre-teaching, repetition and multiple exposures to words in a variety of contexts, and independent reading:*** Synonyms/antonyms, word classifications, definitions.	***Vocabulary Development***: The ability to understand receptive language and use expressive words to acquire and convey meaning.	National Reading Panel, 2000; Baker, Simmons, & Kame'enui, 1997; Hart & Risley 1995, 2002; Anderson &

	Explicit strategy: direct explanation, modeling, guided practice, feedback and application		Nagy, 1992; Dickson, Collins, Simmons and Kame'enui, 1998
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:

Instructional Need Being Addressed	Strategy Description and/or Curriculum	Research-based Principle	Research Source
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	National Council of Teachers of Mathematics Common Core State Standards Initiative, 2010

		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. 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	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. A well-articulated curriculum challenges students to learn increasingly more sophisticated mathematical ideas as they continue their studies.	National Council of Teachers of Mathematics

5. Describe how the targeted program will meet the needs of special populations (i.e., neglected, special education, migrant).

Sample Description:
The classroom teacher serves ELL and special education students during differentiated instruction time. Students are also supported by Title staff, during Tier III interventions, in addition to receiving ELL and special education services. Data team members include classroom teachers, the Title I Coordinator, specialists and the principal. The team meets monthly to look at progress monitoring data and any possible accommodations and modifications needed by students. Title I coordinates closely with our Afterschool Community Education program to reach out to families with targeted students that can benefit from an extended day at school and parenting classes.