

Westwood Elementary SPSS 2014/15

Vision: All students will read fluently at grade level.

	Curriculum	Instruction	Assessment
Universal (80% +/-)	Learning Outcomes as prescribed in the English Language Arts Curriculum (see "I can..." chart below)	Differentiated Instruction Early Learning Profile (K-3) Experiential Literature (4-7)	CTs to use AFL on an ongoing basis to inform instruction. Two Summative Assessments by Support Staff using Letter Recognition/Sound (K, Gr. 1 term 1) and CBM Reading (Gr. 1 term 2 - Grade 7) Early November, Early April
Targeted (15% +/-)	Adaptations as required to address specific learning needs while maintaining the integrity of appropriate Learning Outcomes.	Targeted Reading Interventions (Lindamood-Bell Phoneme Sequencing Program)	Below Grade level students to receive additional assessment (Support Staff). Assessments: Phonological Awareness, EVT, ELP Response time: SBT within 2 weeks.
Intensive (5% +/-)	Programming through Individual Education Plan with input and recommendations from Area Support Team.	Orton Gillingham Approach and/or Adaptive Technology to Support Reading (tablet or laptop apps) Recommended strategies from Area Support Team.	Students resistant to Universal and Targeted instruction to be referred through Extended School-Based Team for further assessment by AST. Assessments: Psych Ed, CELF Response time: ESBT within month

Kindergarten "I can..."	Grade 1-7 "I can..."
•identify most of the letters of the alphabet and their sounds.	•fluently read grade-appropriate literary and information texts.
•identify a few high-frequency words including my name.	•read and reread just-right texts independently for enjoyment and to increase fluency. (Gr. 1=10 min/day; Gr. 2-3 = 20 min/day; Gr. 4-7 = 30 min/day)

Communication: School-wide results by grade will be shared by both newsletter and the school's Facebook page.