

READING / LANGUAGE ARTS INSTRUCTION GOALS

Reading is a communication process that is interrelated with the other language processes of writing, speaking and listening. Together, they make up what is known as the language arts. The subject of English is also part of the language arts. Reading/language arts focus on the acquisition of the most important skills students learn while in school because they provide the foundation upon which all other academic achievement is built. Although reading and other areas of the language arts may be taught as discrete subjects or courses, it is crucial that all teachers in all subjects develop and implement instructional strategies that teach, reinforce, or support reading/language arts concepts and skills.

Reading/language goals for the School District of Jefferson are to:

1. Provide all PreK – 12 students a comprehensive and balanced reading/language arts program that is scientifically based and has been affirmed through research.
2. Formulate and make available to identified students extended reading/language arts support services that meet state law and address students who do not progress satisfactorily in the developmental program, are accelerated and demonstrate superior performance, or are students in need of adaptive instruction such as English Language Learners, Special Education students and students at-risk.
3. Ensure that the teaching and learning of reading/language arts skills are a part of every classroom and content subject.
4. Offer a variety of professional development programs and activities to assist administrators and staff in accomplishing the district's reading/language arts goals and stay abreast of best instructional and programming practices.
5. Involve parents/guardians in collaborative efforts and activities so that they become partners in ensuring student reading/language arts achievement.
6. Instill in all students positive attitudes about literacy in general and reading specifically.
7. Annually, as per §.118.015 Wis. Stats., conduct a K – 12 reading needs assessment based on the established reading goals.
8. Annually, as per §.118.015 Wis. Stats., make an evaluation of the district's reading curriculum.

SCHOOL DISTRICT OF JEFFERSON
BOARD OF EDUCATION POLICY

Reference Code: IGAK

ADOPTED: June 28, 2010

REVISED:

REVIEW DATE: October 22, 2012

LEGAL REF.: Wisconsin Statutes: 115.76 115.787 115.95 115.96
118.01 (2)(l) 118.015 118.30 118.35
118.153 121.02(1)(c)(k)(l)(T)

Wisconsin Administrative Code: PI 8 (2)(c)(k)(l)
PI 13 (03)(08)
PI 25

CROSS REF.: IGAKA Remedial Reading
IGBA Special Education Program
IGBB Gifted and Talented Program
IGBC Programs for Disadvantaged Students (Title I)
IGBJ Programs for Children At-Risk
IL Testing Program

READING / LANGUAGE ARTS INSTRUCTION GUIDELINES

The School District of Jefferson is committed to providing a scientifically based, comprehensive and balanced reading/language arts program to all PreK – 12 students. The ability to read, write, and express oneself is necessary for school success as well as for future competence in life and the workplace.

Included in the district's reading/language arts program will be (1) a developmental component which focuses on reading, writing, speaking, and listening and emphasizes concepts and skills related to phonemic awareness, phonics, vocabulary development, reading fluency, comprehension, language usage and mechanics, and written expression; (2) a content component that involves all teachers in every subject area teaching and/or having students apply study and research skills, writing strategies, vocabulary, and comprehension concepts; and (3) a support services component which is directed toward students needing remedial instruction, accelerated instruction or adaptive instruction.

The district's reading/language arts program will be based on:

1. A written sequential curriculum that reflects high standards aligned to national and/or state standards, which is built upon specific and measurable objectives, benchmarks and learning targets, and is articulated within and between grade levels.
2. Allocation of adequate time for classroom instruction in all district schools and in grades K-6 according to Wisconsin Department of Public Instruction guidelines.
3. Classroom instruction that is student centered, developmentally appropriate, fosters student responsibility and independence, systematic yet flexible in delivery, and differentiated in best practice teaching strategies according to individual student skills, abilities, talents, and interests.
4. Utilization of a wide variety of high quality print and non-print materials including multimedia and technology resources.
5. Data collection and use of management systems which revolve around implementation of ongoing common formative and summative assessment tools, which monitor individual student and group progress and achievement and that can be used to guide short and long-term instruction, improve programming, provide program accountability, and meet federal/state law.
6. Developing a long lasting appreciation for reading/language arts.

Through the district's staff development plan individual and/or group activities related to reading/language arts will be made available to assist teachers, administrators, other program specialists, and support staff members in achieving the district's reading/language arts goals. Such initiatives may inform teachers of best practice trends and techniques and may involve locally sponsored activities, out of district workshops or conferences, visitations to other schools, credited university course work, etc.

Throughout each school year, all schools in the district will develop and implement cooperative family literacy efforts that motivate parents to become mutual educational partners in helping children learn and achieve. Such efforts may

include written communication, conferencing, parent informational and training sessions, and an open door policy by which parents can make contributions or express concerns.

The district's certified Reading Specialist will be responsible for coordinating the K -12 reading/language arts program. Reading Specialist duties will include:

1. Developing and implementing a reading curriculum in grades K-12.
2. Acting as a resource person to classroom teachers to implement the reading curriculum.
3. Working with administrators to provide leadership and support for the reading curriculum.
4. Coordinating the reading/language arts program with other related programs and support services in the district.
5. Leading and coordinating the annual K – 12 reading needs assessment and evaluation as required by state statutes. The needs assessment and evaluation will include examining student achievement data, program quality, strengths and weaknesses of the overall program, and recommendations for program improvement. The status of the program as found through the annual needs assessment and evaluation process will be reported to the Board of Education in accordance with state statutes.

6/28/10