



NORWALK-ONTARIO-WILTON SCHOOL DISTRICT

Norwalk-Ontario-Wilton Elementary School

Brookwood Junior and Senior High School

28861 State Hwy 131 Box 130 Ontario, WI 54651

Dear Falcon Families,

As you may have been informed, our school uses Response to Intervention (RTI) to help students achieve academic success. We assess students several times a year to ensure they are working on grade-level. These assessments help us to determine the students who need a little extra support in the area of reading. That is where my services come in.

Here at NOW Elementary, I am able to provide support both in and out of your child's regular education classroom. Here in the Title I Reading Room, we use interventions such as Fountas and Pinnell leveled readers, The Comprehension Toolkit, Reading A to Z, Zoo Phonics, and Accelerated Reading. We provide extra enrichment in the areas of phonics, vocabulary, reading fluency, comprehension, and writing. Through reading and writing activities, games, task cards, and flash cards we work with your child to help them reach reading success on grade-level.

Each night in a zipper lock bag, a book, word list, or other activities for students to continue their practice and learning at home and share the skills and strategies they acquired in the Reading Room will be sent home and returned the next day.

I also encourage you to read with your child for 20 minutes each night. Don't forget to have your child write down the books they read so they can take the Accelerated Reading test on the book they read.

If you have any questions or concerns, please feel free to contact me by email msullivan@now.k12.wi.us or call me at 608-337-4420 extension 370.

Sincerely

Mrs. Sullivan

Title 1/Reading Specialist

Mr. Travis Anderson – Superintendent, Business Manager Dr. Gayle Luebke – Elementary Principal

Mrs. Angela Funk – Junior/Senior High Principal Mr. Ken Clinton – Athletic Director

Phone Elementary (608)337-4420 Business Office (608)337-4403 High School (608)337-4402 FAX (608)337-4348

September 28, 2020

Hello Parents and Guardians,

My name is Mrs. Candy Skala, and I provide math support to our students here at N-O-W through our school-wide Title I Math program. I am sorry we are unable to meet in person like we usually do, but I am appreciative I still have this opportunity to share about our Title I Math program. My role as Title I Math teacher/interventionist's primary position objectives are to provide small group or one on-one instruction to students identified through the district screening process as needing value-added instruction to close gaps, while monitoring and improving student achievement to ensure that all students meet grade level proficiency benchmarks.

Students in grades K-6 take 3 benchmark assessments each year in the area of math. Kindergarten and 1st Graders are administered CBM Numeracy probes, and 2-6 Graders use a STAR assessment. Based on the results of these formal assessments and the formal and informal assessments given by classroom teachers, students are identified as those that may benefit from some additional support in the areas of math. These students are identified for services based on multi-criteria by the classroom and Title I Math teachers. The teachers work to determine students' current understanding in mathematics. The assessments the teachers administer are utilized to inform the teachers' instruction. The Title I teacher incorporates knowledge about their students' current understandings into their planning and teaching.

Students in the Title I Math program normally receive support in a pullout situation wherein they come to the Title I Math room to receive additional practice and instruction. Normally, students come 5 times per week for 30 minutes per session. During this time, they do not miss any core instruction in their own classrooms, the other students are working to improve their individual math skills at this time, as well.

The goal of the Title I Math program is to accelerate the learning of students who are achieving below grade level in mathematics. A requirement of this program is to offer researched and data-based instruction and interventions to students in an effort to

help them improve their skills and have success with grade level skills within their classroom math program. The programs used in our Title I Math program include the RTI portion of our Math Expressions curriculum, Accelerated Math which is a subset of our Renaissance program, and Number Worlds. These programs are used to reteach concepts and skills, teach and reinforce remedial concepts, and support grade level skills. Several research studies indicate additional practices that may effectively improve students' mathematics performance, including: the dedication of at least 10 minutes to "fluent retrieval of basic arithmetic facts." Reflex Math and Math Facts in a Flash are the programs used to practice and improve fact fluency.

While these are the programs used, there are many data-based interventions used in our Title I Math program. Some of these interventions include small-groups, songs, rhymes, charts, flashcards, kinesthetic movement, visuals, manipulatives, graphic organizers, Touchpoints, technology, and hands-on activities to name some, but certainly not all, of the interventions used. These interventions are used in an effort to engage students and help them access knowledge and skills in another way that may be different than the way it is delivered in the classroom.

The structure of our Title I Math program is fluid in order to allow for students to enter the program, but exit when they are showing grade level progress consistently in their grade level classroom. Students do not earn a grade in our Title I Math program, but their progress should be reflected in their regular grade level math report card grade. For students not experiencing adequate progress the interventions are intensified by using a different program or increasing the amount of time a student spends working on these skills within the Title I Math program. If progress still seems inadequate, a Special Education referral may be the next step.

If you have any questions about the program, please feel free to contact me through my school email cskala@now.k12.wi.us or contact me by calling the school after 2:30 at (608) 337-4401, Ext. 339

Mrs. Candy Skala

Title I Math teacher



NOW Elementary Parent Compact



The Falcon Five: Be Positive, Be Ready, Be Respectful, Be Responsible, Be Safe

We, the Norwalk-Ontario-Wilton Elementary School community, established this COMPACT in order to foster the improvement of learning and support the success of our students, so that all may learn independently. We believe this can be done with the planned partnership of parents, families, students, teachers, principals, and community members.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Endeavor to motivate my students to learn.
- Maintain high expectations and help every child develop a love of learning.
- Provide a warm, safe, and caring learning environment.
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community.
- Participate actively in collaborative decision making.
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families.
- Respect the school, students, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Monitor TV viewing and make sure that my child reads or is read to every day.
- Provide a quiet time and place for homework.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Ensure that my child attends school every day, on time, and with homework completed.
- Regularly monitor my child's progress in school.
- Make every effort to attend school events such as parent-teacher conferences and Back-to-School Night.
- Communicate the importance of education and learning to my child.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.
- Support the school's discipline and attendance policies.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Set aside time every day to complete my homework to the best of my ability.
- Bring necessary materials, complete assignments, and homework.
- Know and follow the Falcon Five.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and, instead, study or read every day after school.
- Respect the school, classmates, staff, and families.

Principal Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide an environment that allows positive parent communication among the teacher, parent, and student.
- Provide opportunities for parents to be involved in their child's education.
- Provide a safe and orderly environment that is conducive to learning.
- Provide opportunities for all students to attain the skills necessary to meet our school's high expectations.

NOW Elementary Intervention Flowchart



