

READING AND MATH CURRICULUM GOALS

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The District Administrator, working in conjunction with other administrators and appropriate instructional staff, including the certified reading specialist(s) with primary authority for the monitoring of the District's reading curriculum, shall propose to the School Board approval of reading and math goals for grades kindergarten to 12. Such a proposal shall be submitted whenever the administration or the school board determines that it would be beneficial or prudent to revisit existing goals.

The District's reading goals, at a minimum, shall:

- Be grounded in state and local standards for reading and math skills development and achievement;
- Be reflected in the structure of the District's reading, language arts and math curriculum;
- Include at least one goal regarding the integration of reading standards with the coursework that students undertake in other subject areas within the school curriculum;
- Include at least one goal regarding the District's program of interventions and remedial reading and math services for students in need of such services in grades kindergarten to 4;
- Include at least one goal regarding the District's program of interventions and remedial reading and math services for students in need of such services in grades 5 to 8;
- Include at least one goal regarding the District's program of interventions and remedial reading and math services for students in need of such services in grades 9 to 12;
- Include at least one goal regarding improving parent involvement in the techniques used to address the needs of students who have demonstrated a deficiency related to their reading and math skills; and
- At least in part, establish targets for higher levels of future student achievement than the levels that are presently reflected in student assessments at the various grade levels.

The District Administrator shall ensure that each proposed reading and math goal is accompanied by a proposed method of evaluating progress toward reaching the goal.

Following approval by the Board, the District's reading and math goals shall be a part of the District's annual evaluation of the reading and math curriculum and the District's regular assessment of reading- and math- related needs across all instructional levels.

The Board encourages an approach to reading and math instruction, reading and math skills assessment, and the development and implementation of a reading and math curriculum that incorporates "response to intervention" principles, thereby facilitating differentiated and individualized skill development. This includes providing strategies, interventions, classes, or programs for advanced students and for students who may be struggling with reading and reading-and math related skills.

The Board recognizes that state law expressly requires the District to provide a program of remedial reading services or interventions under specified circumstances for students in kindergarten to grade 4. Accordingly, the District's efforts at assessing each student's skill levels

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and needs should begin with the District's initial contacts with the student, including, for example, in early childhood programs, in pre-kindergarten screening activities, and through the state-mandated assessment of reading readiness for enrolled kindergarten students. When appropriate, students should also be referred for an evaluation under the special education laws to determine if a disability may be affecting the student's learning.

Legal References:

Wisconsin Statutes

[Section 118.015](#) [reading instruction]

[Section 118.016](#) [assessments of reading readiness]

[Section 121.02\(1\)\(c\)](#) [school district standards; remedial reading and interventions]

Wisconsin Administrative Code

[PI 8.01\(2\)\(c\)](#) [school district standards; remedial reading and interventions]

Cross References:

[Insert appropriate cross-references to the policy as applicable to your district.]

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