Tier1: The high-quality classroom instruction that all students receive. This tier encompasses best practices, differentiated instruction and is constantly refined and informed by data.

What do we want our students to know and be able to do?
It is our responsibility to provide a **Guaranteed and Viable Curriculum.** A guaranteed viable curriculum ensures each student will receive a <u>comprehensive, equitable, rigorous, and standards-based education</u>, across all grade levels, in all subject areas.

Standards: Standards provide teachers, parents, and students with a set of clear expectations to ensure that all students have the skills and knowledge necessary to succeed in college, career, and life upon graduation from high school. Tools like the [parent road maps](#) posted on our website help parents know what discrete skills they can expect their child to learn and how to support that learning at home.
They are however, more than the skills and knowledge they are often perceived to be. The ultimate goal of the standards is to prepare students with college and career mindsets and general college career readiness.

For instance, in English Language Arts, we are seeking to develop students who can,
- Demonstrate independence and the ability to apply skills and knowledge in new and different contexts
- Build strong content knowledge in multiple subjects and new areas of study
- Adapt communication in relation to audience, task, and purpose.
- Comprehend and critically evaluate
- Value evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures

Therefore, as students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual ready to participate in college and career experiences.

Curriculum: Instructional materials are selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness. We have an adoption cycle that ensures we consider materials effectiveness and whether we ought to explore newer, better materials. When new materials are vetted, the process for selecting and adoption of instructional materials is outlined in [Policy 2020](#).

How will we teach them?

It is our responsibility to deliver proven, research based instructional practices in each and every classroom. **Instructional Frameworks** define these practices clearly and are used in support of professional growth and evaluation of performance.

In Woodland Public Schools, our framework defines how we will:

- Provide clear and intentional focus on the subject matter, content and curriculum.
- Center our instruction on high expectations for all students.
- Demonstrate effective teaching practices.
- Foster and manage safe, positive learning environments.
- Use multiple student data elements to modify instruction and improve student learning.
- Recognize individual student learning needs and develop strategies to address those needs.
- Communicate and collaborate with parents and the school community.
- Exhibit collaborative and collegial practices focused on improving instructional practice and student learning.

To ensure we meet the commitments above, we use research based effective instructional practices, referred to as our instructional framework. To learn what research says about each of these commitments, you are welcome to review our instructional guide.

Woodland Public Schools Instructional Guide

If you'd like to review the instructional materials we use in our classrooms, please visit the link below.

- K-12 Instructional Materials/Curricular Resources

We also carefully and thoughtfully identify specific content pedagogy. For instance, in Woodland we subscribe to the Science of Reading. When we make instructional and curricular decisions, we ensure we align our decisions with this body of research.

How will we know they are learning?

Assessing student learning is an important component of the learning process. In Woodland, we use students' performance on multiple assessments/tests to make individualized data-informed decisions. Data can be drawn from pre-assessments, which provide baseline information to plan and design instruction; formative assessments, which provide teachers with information to help reteach or adjust instruction to ensure all students learn; and summative assessments, which help teachers, departments, schools, and our district analyze student performance on a larger scale. We use all these forms of tests/assessments in Woodland schools.

An example of how our reading assessments help determine interventions for students at various levels and how we monitor the effectiveness of our interventions is below.

First Grade Reading
Assessments/ Interventions/Progress Monitoring

	Intensive Readers Tier 3	*Strategic Readers-Tier 2*	*Proficient Readers -Tier 1*	*Advanced Readers*
Screeners 3x year (Fall, Winter, Spring)	Acadience, IDEL (Indicadores Dinámicos del Éxito en la Lectura) Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency, Rapid Automatized Naming Cognitive Abilities Test			
Diagnostic Assessments	-Phonological Awareness Screening Test -CORE Phonics Survey	-Phonological Awareness Screening Test -CORE Phonics Survey -Phonics Survey Indicator		
Tier 1 Core	ReadyGen	ReadyGen	ReadyGen	ReadyGen
Tier 1 Supplementary Materials	-Heggerty -Enhanced Core Instruction -Handwriting without Tears	Heggerty Enhanced Core Instruction Handwriting without Tears	Heggerty Enhanced Core Instruction Handwriting without Tears	Heggerty Enhanced Core Instruction Handwriting without Tears
Tier 2/3 Intervention Supports	-Classroom small group instruction -Read Well -Barton -Alphabet Arc -Blast -Phonics chip kit -Reteach ReadyGen -Count Down	-Classroom small group instruction -Read Well -Alphabet Arc -Reteach ReadyGen -Barton -Phonics chip kit -Read Naturally		Hi-C-Jr. Great Books
Progress Monitoring Every 2 weeks	Acadience First Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency (Correct			

	Letter Sounds, Whole Words Read) Oral Reading Fluency *student dependent		
Enhance Core Instruction Unit Assessments Every 6 Weeks	High Frequency words, targeted phonics skills, Reading, Dictation		

*A complete schedule of our commonly used assessments organized by grade is available on our website linked above.

Tier 2 – Targeted interventions and supports for students who are not successful with Tier 1 supports alone.

How will we respond to learning?

In tier 2 intervention and instruction, students that have been identified through ongoing and frequent formative and summative assessment receive additional opportunities to receive support. Tier 2 intervention and instruction does not replace the instruction that happens in tier 1. Instead, it offers additional support so students can meet curricular outcomes. The intervention should align with the classroom instruction.

Below is an example of students in Woodland receiving additional support and opportunities at Woodland Middle School.

Reading Support for 5th/6th Grade Students:
5/6th grade students who need additional support on top of their CORE ELA block are enrolled in a Reading Intervention class. These classes are small and do explicit, targeted instruction to increase student achievement up to grade level.

Reading and Math Support for 7/8th Grade Students:
Students who need Math and/or ELA support at the 7/8th grade level have two periods of math and/or ELA every day in their schedule (averaging 94 min per day, 5 days a week). Students needing Math support are with their CORE Math teacher for 2 periods a day. Students needing ELA support are with their CORE ELA teacher for 1 period and a specialized Reading teacher for the second Reading/ELA class. These specialized Reading classes are very small and do explicit, targeted instruction with students based on their assessed need.