

**Tolland Middle School  
Reading Program  
2017-18**

Principal: Mary E. Grande

Supervisor of English / Language Arts: Barbara Daly-Byrnes

ELA Coach/Reading Teacher: Lisa Matson

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## **Introduction**

The Reading Development Program (RDP) at Tolland Middle School is primarily for students in the regular education program. Students who receive Special Education services have support programs designed through the PPT process, and therefore do not fall under the services of the TMS Reading Department. The TMS Reading Development Program is designed to address the needs of students who have been identified through their performance on NWEA testing, language arts end-of-unit assessments, and ELA classes.

In an effort to best serve the student population, enrollment in this program is based on certain criteria. In order to be admitted to this program, the student must be referred *by his/her teacher, team, or the Reading Department*. Requests are reviewed by the Reading Department and are either approved or declined based on the student's performance on the aforementioned assessments as well as *the student's need for service in relation to other students who may also need the services*. Students with the greatest need will be served first. Students will be exited from the program once they have achieved proficiency on the NWEA and/or district unit assessments, or as determined by the Reading Department.

Services are mandatory for the students who have been identified for the Reading Development Program. Tolland Middle School has a professional and moral obligation to serve students to the greatest extent that our resources allow; therefore, where it is possible to serve students in this capacity we must do so. An appeal process can be utilized, when parents or guardians do not wish their children to receive the services. In this situation, parents or guardians should follow the appeal process outlined later in this document.

## **Reading Development Program Description**

The Reading Development Program is designed to help students in the regular education program who are experiencing academic difficulties resulting from ineffective literacy skills. The goal of this program is to prepare students to meet the learning demands of middle school and beyond by strengthening the student's reading strategies. Students meet in small groups where they receive explicit instruction in critical reading strategies such as summarizing, determining and analyzing the development of central ideas and themes, determining the meaning of unknown words and phrases, and determining author's purpose. Students' inferencing and paraphrasing skills are also reinforced.

The reading specialist supports and consults with content-area teachers in order to coordinate and supplement classroom instruction.

The RDP teacher continually analyzes student data to ensure that the students' needs are being met, and that our services are effective.

## **Entrance Criteria**

Students may be admitted to this program if they meet the following criteria:

1. Scores in the Basic or Below Basic band on the most recent NWEA scores.
2. Scores in the Basic or Below Basic on the most recent language arts unit assessment.
3. The student is not already being serviced through the Special Education Department (except for Speech/Language).

Students are admitted to this program *only* through the review of the Reading Department. Students who are not admitted to this program may utilize the Academic Achievement Lab or TMS Academic Assistance Program, and/or other resources in the school available to help with academic challenges. Student progress is evaluated quarterly. Referrals can be made at any time, but typically, students will be admitted to the program on a quarterly basis to provide for a smooth transition with their schedules.

## **Exit Criteria**

Students are exited from the Reading Development Program at TMS once they have demonstrated proficiency on recent NWEA, district unit assessments, RDP formative assessments, BAS 2 (*Fountas and Pinnell Benchmark Assessment System 2*) and based on their relative level of need in respect to other students who need services. Students being exited from the program will be notified by the principal, at the advisement of the Reading Department, in a letter home to them and their parents. The Reading Department must vote unanimously to exit a student from the program. As a program with limited resources, the Reading Development Program must serve the students with the greatest need first; therefore, the principal will not consider overriding the Reading Department's recommendation unless a compelling argument is presented which indicates a student's needs exceed those of other students currently in the program.

## **Reading Department Members**

ELA Coach / Reading Teacher:	Lisa Matson (lmatson@tolland.k12.ct.us) Certified Reading Teacher 102, 015 certification 17 years of experience
Supervisor of English / Language Arts:	Barbara Daly-Byrnes (bdaly-byrnes@tolland.k12.ct.us) 092, 097, 004 certification 30 years of experience
Principal of TMS (ex-officio)	Mary E. Grande (mgrande@tolland.k12.ct.us)

## **Appeals Procedure**

Appeals regarding enrollment (specifically decisions related to entrance or exit) in the Reading Development Program may be made to the principal in writing. Any such appeal should name the student by the full name, the parents, the reason behind the appeal, and all information and data available to support the reason. The principal will then review the appeal and render a decision within 20 days of the receipt of the appeal.

Appeals may be mailed to:

Mary Grande  
Principal  
Tolland Middle School  
1 Falcon Way  
Tolland, CT 06084

Questions regarding the appeal process may be directed to Mrs. Grande by calling 860-870-6860.

**Tolland Middle School  
Reading Development Program Referral Form**

Student name: \_\_\_\_\_

Grade & Team: \_\_\_\_\_

Please check all that apply, and fill out the following information:

The student is accessing services through the Special Education Department.

**Please note, if the above is checked, the student cannot be a part of this program unless s/he is being serviced for speech and language support.**

The student scored in the Basic or Below Basic band on the most recent NWEA testing.

(SCORES: \_\_\_\_\_)

The student scored Basic or Below Basic on recent LA benchmarks

(SCORES: \_\_\_\_\_)

The student has a history of unsatisfactory performance in language arts classes.

(Please elaborate on student's classroom performance issues below)

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