



FCSD #1—Baldwin Creek Elementary

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Jade Morton, Principal

October 9, 2019

Parents and Guardians,

Your child has been selected to participate in an intervention at Baldwin Creek Elementary focused on supporting students who have been identified as needing additional instruction in foundational reading skills. It is our goal to work collaboratively with families in this intervention process. If you have questions after reading the FAQ, please call or email one of the team members listed below. We look forward to visiting with you about your child's current levels in reading, discussing our current plans for intervention, and refining those plans based on your feedback.

Thank you,

BCE Intervention Team

Contact Information:

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Baldwin Creek Elementary Intervention FAQ

How was my child selected for this intervention?

The BCE Intervention Team uses a data-driven process that helps us identify students needing this level of intervention. First, we use the district's STAR Reading assessment as our screener. After collecting the STAR data, any student who performs at or below the 40th percentile is given a set of diagnostic assessments to determine if foundational skills such as decoding and fluency are impacting the student's overall reading performance. The Intervention Team analyzes each student's diagnostic assessment results and groups students according to instructional need.

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What skills will be addressed during the intervention?

The Intervention Team will focus on decoding. Decoding is when the reader matches letters, or combinations of letters, to their sounds in order to translate the print into speech. In fourth and fifth grades, much of the text students read will require them to apply these decoding patterns to longer words with two or more syllables. We refer to these longer words as multisyllabic. During the intervention, students will be grouped together based on the decoding patterns they need next in order to advance their decoding skills.

Comprehension skills focus on making meaning of the text. In fourth and fifth grade, most of the comprehension work focuses on identifying the main idea/details, making inferences beyond what is explicitly stated in the text, determining the meaning of vocabulary words, and answering questions when the answers were stated in the text. Students focusing on improving their comprehension skills will be working in each of these areas.

How often will my child receive intervention?

The interventions will start October 14, 2019. They are scheduled for four days a week (Monday, Tuesday, Thursday, and Friday) and will last 30 minutes each day.

Will my child be missing instruction when leaving the classroom for intervention?

While your child is in intervention, the classroom has independent reading scheduled. It is essential that your child apply newly learned decoding skills by reading. Therefore, we ask that you provide a quiet space for your child to read for 20-30 minutes each night. Please feel free to ask us questions about how to make the reading time at home enjoyable and purposeful for your child.

How will we know the intervention is working?

Every three weeks, the interventionist working with your child will progress monitor each student in the group. We will use the results from the progress monitoring to determine if the intervention is working and, if not, what instructional decisions need to be made.

How will the team know when my child is ready to exit the intervention?

Our goal is to provide targeted, skill-based interventions that support your child in mastering decoding and/or comprehension skills. If the progress monitoring shows that your child has mastered the focus skills, he/she will exit the intervention.

What can I do to help?

Stay involved! Please call and visit with one of the team members. We know that when home and school are working together we will make a huge impact on your child's academic success!