CALLING ALL HEROES

A Quest to Give the Power of Interventions Back to Teachers

WHO'S WHO?

Go to socrative.com

Click on student login
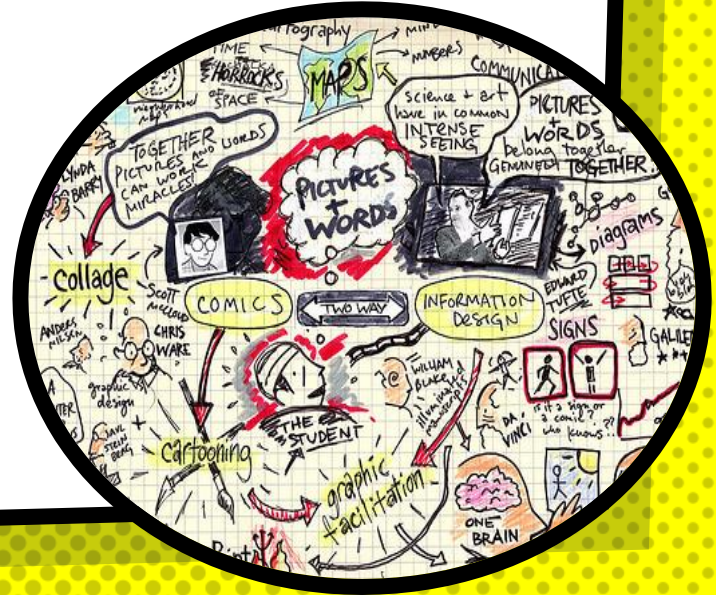
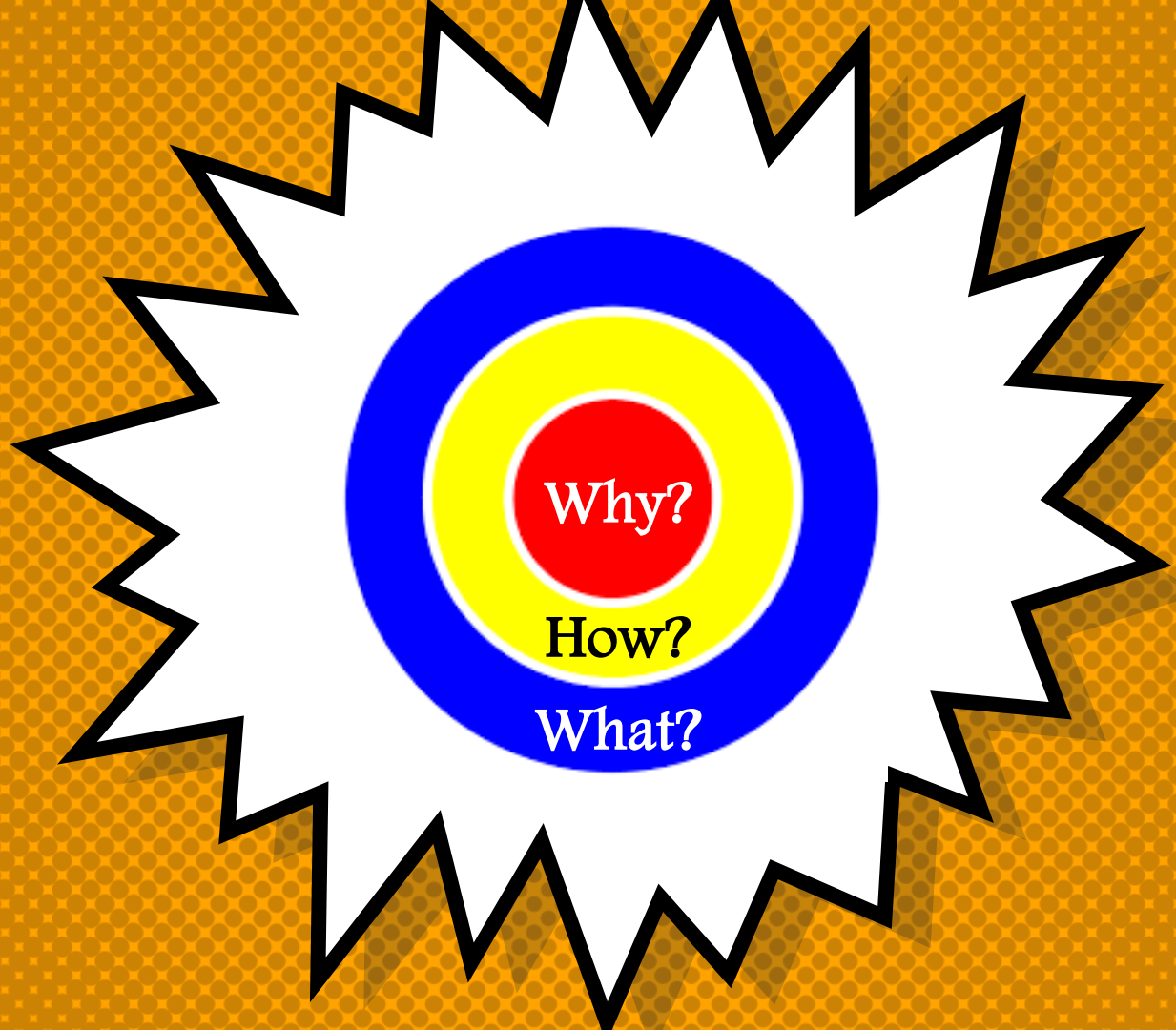Type in Schaub118

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REFLECTION

What are your thoughts and beliefs about INTERVENTION?

OUR STORY
Reflection with a Purpose

BEST PRACTICES OF INTERVENTION

POW!

Modeling
Student Response
Manipulation
Incremental Rehearsal
Shaping
Fluency and Repeated Practice
Home School Connection

PLANNING SHEET

Description of the Targeted Need:	Fluency Sight Words Decoding Strategies

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student.

Fluency/Repeated Practice: Multiple readings of the poem of the week

Incremental Rehearsal: Beat the Timer sight word game

Manipulation: Decoding unfamiliar words

Modeling: Review of what good readers do when they get to unfamiliar words

Shaping/reinforcement: Students practice implementing the standard

Student Response: Think/Pair/Share

Home/School Connection: Reread the selected small group reading book to parents

Ideas for Best Practices of Intervention
- Fluency/Repeated Practice
- Incremental Rehearsal
- Building on Background Knowledge
- Modeling
- Shaping/Reinforcement and Celebration
- Student Response
- Manipulation Activities
- Home/School Connection

Materials

What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

Poetry Folders
Sight word flash cards
White boards and dry erase markers
Small group text available for home use

Training

What to Write: Note what training--if any--is needed to prepare adult(s) and/or the student to carry out the intervention.

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

Type of Data Used to Monitor:

Baseline	Outcome Goal
Fountas and Pinnell Benchmark Informal Running Records	Increased levels on Fountas and Pinnell Benchmark

How often will data be collected? (e.g., daily, every other day, weekly):

Biweekly (utilizing information from data chart and informal running records)

Ideas for Intervention Progress-Monitoring
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
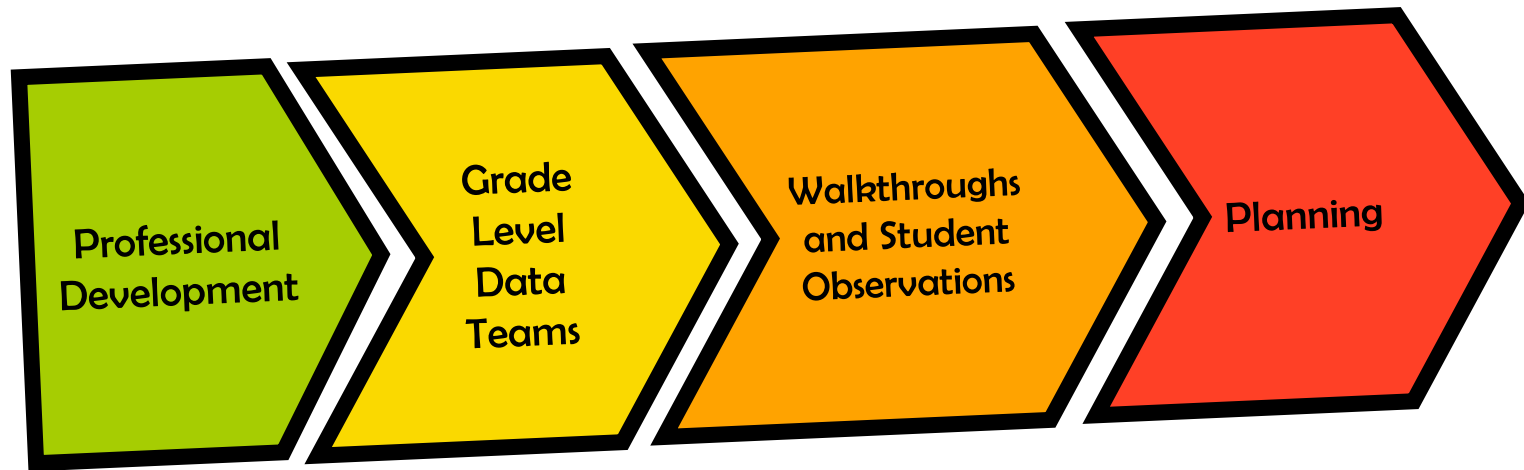- Behavior checklist

WOW!

PD Academy

SIT-led initiative

Research-based planning by ILT

Paid Before and After School PD

Model Lessons and Coaching

CFIP

Intervention/Remediation

Targeted and Enrichment Needs	Students	Ways to address need	When it will be addressed	Who is responsible
Phonics Instruction		Corrective Reading	During Word Work Block	Zubrowski
Building phonological awareness Phonics Instruction		Say the Sound Tap it Out Build with letter tiles *(manipulatives)*	During whole group SSR	Ward
Targeted: decoding		SSR Conferences Sight words using *incremental practice; scaffolding* comprehension *questions* during discussion	Whole Group SSR	Hegeman
Fluency Needs		Use Tim Rasinski's strategies, read with them in their ear to increase fluency	During small group	Higbee
Comprehension		Repeated readings of same text Scaffold amount of teacher modeling for group so students can develop metacognitive skills.	Small Group Reading	

INTERVENTION TIMELINE

Intervention	Timeline	Where do I go?
CFIP ~ Best Practice of Intervention	Ongoing and during bi-weekly CFIP meetings	Grade Level Team, ILT
Request for research-based intervention	October - March	SharePoint ~ *Documentation of all TEACHER employed interventions and current data must accompany the request.*
Behavior Interventions	Once a student has earned 5 BRRs in a month or 7 BRRs total	PBIS ~ *Email Elizabeth Barnaba and Thomas Dennison to meet and develop a plan*
*Any student being referred to SST must first have been discussed during CFIP **as well as** had a request for research-based intervention **and/or** contacted PBIS (Barnaba/Dennison) to develop a plan for behavior intervention.*		
Student Services Team (SST)	October - March	Emily Kyle ~ *request a folder to complete in preparation for SST*

WHAT THE DATA SAYS

	Number of Students Receiving an Intervention	Average Minutes Students Spent on Packaged Intervention per Week	Packaged Interventions Used	Results
2010	320	280 minutes per student per week	- SIPPS - I-Station - SuccessMaker Reading - Soar to Success - Launch - Math Recovery - SuccessMaker Math - Knowing Mathematics - DreamBox	Reading Maryland State Assessment Data ranked as in the bottom 20% of Title I schools within our district. Math Maryland State Assessment Data ranked as in the bottom 40% of Title I schools within our district.
2016	46	80 minutes per student per week	- SIPPS - Corrective Reading - Fundations - DreamBox	PARCC Reading Data ranked 3rd in the state of Maryland out of the 430 Title I schools. PARCC Math Data ranked in the top 24% of the state of Maryland out of the 430 Title I schools.