




INTERVENTION

Powerful Data Systems
Title 1 Conference 2018
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Assessment Systems/Intervention

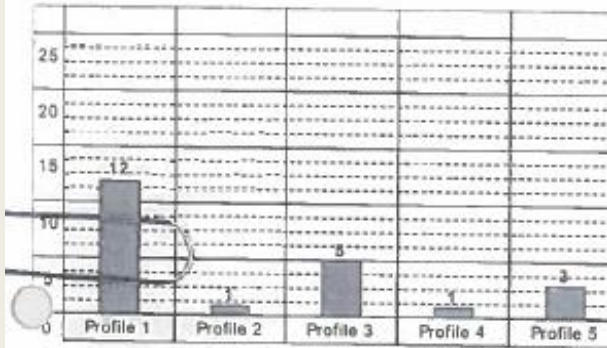
- Coordinated K-5 – Reading, Writing, Math
- Comprehensive: Screen, Diagnostic, Progress Monitor, Summative
- Universal Screener – given to all students
 - *Data directs inclusion in Intervention Model*
 - In Class – small group
 - Out of class – small group
 - Seminar – whole group

Screen data

Use this report to view your class instructional grouping profiles and priorities.

Profile Overview

22 out of 22 Students Tested in Fall Sep18-29 (09/18/2017 - 10/02/2017)



Profile 1	Below-Level Phonics	Limited vocabulary
Profile 2		Larger vocabulary
Profile 3	On-Level Phonics	Limited vocabulary and low comprehension
Profile 4		Larger vocabulary and low comprehension
Profile 5		Comprehension On or Above Level

Students in Each Grouping Profile

Profile 1	Profile 2	Profile 3	Profile 4	Profile 5
Angel Zughey (3, L1)	Reese, Stephen	Adair, Ariyah (2, L13)	Jenkins, Elijah	Howard, Jordan
Collard, Tala (3, L1)		Andy, Laek		Mendota, Melyah/Jaiden
Conigan, Zachary (3, L1)		Gabard-Kubalek, Cadence (2, L1)		Thompson, Laina Kala
Lipsey, Kingston (2, L2)		Tapia-Rosas, Christian (3, L22)		
Meechem, Alyana (1, L1)		Thomas, Michael		
Moser, Ern (1, L1)				
Ortiz-Enastequi, Pablo (1, L1)				
Perez, Anthony				
Roland, King (1, L1)				
Smith, Jacob (1, L1)				
Vun, Liam (1, L14)				
Welch, Tristan (1, L1)				

Fatmahan, Laker (1, L14)

In Class – Small group

- Screen data shows deficit in low level domains
- One-on-one Diagnostic administered to determine specific gaps in skill/understanding
- Whole class data shows “upside down pyramid” need for intervention with 50% or more students
 - *Phonics, Phonemic awareness, multisyllabic decoding, etc.*

90 Minute Core Instructional Block



Out of Class – Small Group

- Diagnostic Data used to identify specific gaps
- Instructed with high-yield strategies vs. program
- 20-30 Minute small groups led by certificated and/or paraprofessionals
 - *Focused entirely narrow skill (short vowels, vowel/consonant pairs, fluency)*
 - *Progress monitored twice monthly*
 - *When skill mastered out of intervention – groups change monthly*

Seminar – Whole Class

- Screen data indicates low domain across school or grade bands
- Built into daily schedule – tied into specialist schedule (PE, Art, Music, Seminar)
- Classes attend daily allowing for full development of domain skills and concepts

Seminar: Writing Focus

- Scope and Sequence of year divided into 3 writing types (Informational, Opinion, Narrative)
- Coordinated with General Ed teacher and generalized to General Ed classroom
- Common Instructional Routine:
 - *Mini Lesson with Shared Text*
 - *Graphic Organizer*
 - *Performance Tasks*
 - *Scoring Rubrics*