

Interventions 102: Implementing a School-wide Intervention Program



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What do we know about the characteristics of effective interventions?

- They always increase the intensity of instruction - they accelerate learning

“By the fifth year, I was convinced high performance reading was about more time and better use of that time. Students who were behind needed more direct instruction. Some of them started getting 60 to 90 minutes extra each day for a total of 180 to 210 minutes a day. We spent that time on the sub-skills they hadn’t mastered” (p. 32-33)

- **David Montague-Kennewick, Washington**

Fielding, L., Kerr, N., & Rosier, P. (2007). *Annual Growth for all students, Catch-up Growth for those who are behind*. Kennewick, WA: The New Foundation Press, Inc.

ANNUAL
GROWTH

FOR ALL STUDENTS,

CATCH-UP
GROWTH

FOR THOSE WHO
ARE BEHIND

Lynn Nancy Paul
Fielding Kerr Rosier

To Order: *Annual Growth* for all students, *Catch-up Growth* for those who are behind.

Visit The National Children's Foundation website:

<http://www.readingfoundation.org/>

Click on Publications and it is listed as one of the books.

Quantity	Price
1-10	\$17.95
11-50	\$14.95
51-100	\$12.95



Instruction must be made more powerful
for students at risk for reading difficulties.

More powerful instruction involves:

- More instructional time
 - Smaller instructional groups
 - More precisely targeted at right level
 - Clearer and more detailed explanations
 - More systematic instructional sequences
 - More extensive opportunities for guided practice
 - More opportunities for error correction and feedback
- } resources
- } skill

Foorman & Torgesen (2001)



7 Common Traits Observed in Successful Schools

- **Strong Leadership**
- **Positive Belief and Teacher Dedication**
- **Data Utilization and Analysis**
- **Effective Scheduling**
- **Professional Development**
- **Scientifically Based Intervention Programs**
- **Parent Involvement**



**Teaching All Students to Read:
Practices from *Reading First* Schools
With Strong Intervention Outcomes**
Complete Report



Elizabeth Crawford and Joseph Torgesen

This document summarizes the information around the seven common traits observed in successful schools.

Obtain copy at:
www.fcrr.org under
the Interventions
page

<http://www.fcrr.org/Interventions/pdf/teachingAllStudentsToReadComplete.pdf>



Riverside Elementary

- Free and Reduced Lunch = 96.9%
- Minority Students = 99.2%
- ELL = 63.1%
- Total number of students in K-3 = 754



W. F. Burns Oak Hill Elementary

- Free and Reduced Lunch = 71%
- Minority Students = 18%
- ELL = 1%
- Total number of students in K-3 = 148



Pine Crest Elementary

- Free and Reduced Lunch = 77%
- Minority Students = 64%
- ELL = 14%
- Total number of students in PreK-5 = 840



Interventions 102: Riverside Elementary Community School

Sharon M. López, Ed.D., Principal
Miami Dade County Public Schools



Effective Scheduling of Intervention

- Process
 - Identify students who are low performing on standardized and school generated tests
- Time allocated during:
 - Classroom instruction: Teacher-Led Center
 - Small group instruction with tutors
 - Whole group instruction (Riverside After School Care Program and Miami Heat Academy)
- Typical size of instructional group
 - Three to five students



Who delivers Intervention?

- Classroom Teachers
- Part-time Tutors (Certified Retired Teachers)
- After School Tutors



How is Intervention funded?

- Reading First Grant
- Title I Program
- After School Care Program



How is the Data used for Intervention?

- Data Analysis Meetings conducted with principal, reading coaches, classroom teachers (Basic, ELL, ESE) and tutors
 - Purpose of the team is to discuss:
 - Celebration of teacher's knowledge of data analysis
 - Collaboration between the teacher, tutor and leadership team to discuss student progress
 - Effectiveness of Instruction (Whole group, classroom centers, and small-group instruction)
 - Formation and fluidity of small groups (students are moved from one group to another based on data)
 - Need for additional time on task with tutor
 - Need for whole group tutoring after school
 - Meetings are VOLUNTARILY attended by math and science teachers



What is the role of the leadership team in supporting Intervention?

- Leadership Team meets to discuss and analyze data
 - Principal
 - Reading Coaches
 - RFPD Regional Coordinator
 - District Curriculum Support Specialists
 - Team Leaders
- Reading Coaches/Principal support classroom teachers and tutors by:
 - Providing materials and resources
 - Monitoring student progress
 - Attending monthly grade group meetings

What is the Role of the Principal?



- Mentors
- Facilitates
- Coordinates
- Collaborates
- Delegates
- Motivates
- Evaluates
- Supports
- Celebrates



A Final Thought...

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

William Arthur Ward



W. F. Burns Oak Hill Elementary School

Mrs. Lida Grillo, Reading Coach
Volusia County

Kindergarten DIBELS Data: Instructional Level



Assessment 1	<ul style="list-style-type: none">■ 53% Initial Instruction
Assessment 3	<ul style="list-style-type: none">■ 93% Initial Instruction■ 47% achieved 50 on NWF (mid-first grade benchmark)



Keys to Success in Kindergarten

- Strong Leadership
 - Respecting teacher time by administration and coach
- Positive Belief and Teacher Dedication
 - Teacher dedication and determination to raise scores/accepting responsibility for student outcomes
- Data Utilization and Analysis
 - Analyzing test protocols rather than just numbers
 - Synthesizing of all data
 - Ongoing Progress Monitoring at least once between assessments



Keys to Success in Kindergarten (continued)

- Effective Scheduling
 - All teacher schedules are created before school begins, including intervention groups
 - 60 minute intervention block (including Speech/Language Clinician for Kindergarten 2x's a week)
 - Intervention teacher 4x's a week using Reading Mastery with strategic and intensive students
 - All students meet with the classroom teacher for 10-15 minute sessions based on skill level: Rode to the Code, Making Words/Reading decodable text



Keys to Success in Kindergarten (continued)

- Professional Development:
 - Grade level and differentiated by individual/teachers leave with materials to implement the next day
- Scientifically Based Intervention Programs:
 - Strong CORE Instruction: guided reading during 90 minute block for all students using leveled readers/decodable text (including word work)
- Parent Involvement:



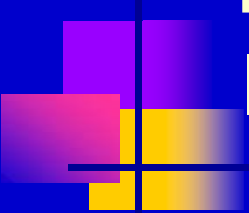
Outcome Data for 07 - 08

	K	1 st Grade	2 nd Grade	3 rd Grade
<u>PPVT-III</u> (percentage at or above the 40 th percentile)	77%	75%	77%	76%
<u>SAT-10 (or NRT)</u> (percentage at or above the 40 th percentile)	n/a	82%	86%	80%



Pine Crest Elementary School

Mr. Dan Windish, Assistant Principal
Seminole County



A Principal's Action Plan Outline for Building a Successful School-wide Intervention System

- How do you bring some of these ideas back to your school?
- What areas are your school's strengths and what areas are weaknesses?
- See handout

Questions and Discussion





Remember...

“Improvement is a *process*,
not an event.” (p.254)

Elmore, R. F. (2004). *School reform from the inside out: Policy, practice, and performance*. Cambridge, MA: Harvard Education Press.



Thank you!

- If you have questions for any of the presenters, please email me at: ecrawford@fcrr.org.
- This presentation will be posted on www.fcrr.org under Presentations and Publications.