
INTERVENTIONS AND EXTENSIONS TO MEET INDIVIDUAL NEEDS

Carl Mead will provide an update on Interventions and Extensions currently in place to meet individual student needs. The attached report includes methods and strategies being employed in District elementary and middle schools to address students who are struggling academically and those in need of additional challenges to extend their learning. The accompanying data will illustrate the percent of students who have participated in, exited from, and are currently enrolled in academic interventions.

Interventions and Extensions to Meet Individual Student Needs

Update April 9, 2013

The work towards achieving the District goal of ***individualizing education so that each and every student masters or exceeds the District's K-12 learning targets***, includes teachers assessing each student's strengths and needs and differentiating instruction by implementing interventions and extensions. Although there are a wide range of differentiated strategies classroom teachers regularly use, this year the District added intervention teachers to support the specific learning needs of students.

A .5 intervention teacher was added to each elementary school staff to assist teachers with individual student growth by providing targeted interventions in reading and math for students who are struggling academically. At some schools, the intervention teachers are also providing extensions for students who have already achieved grade level benchmarks and need the next level of instruction.

In addition to providing direct service to students, some intervention teachers collaborate with classroom teachers to plan small-group instruction, model differentiated strategies in the classroom, and provide instructional training for assistants who work with students. Many also plan and facilitate extended day programs for enrichment, as well as for targeted academic needs. Intervention teachers collect and analyze data, manage progress monitoring, maintain student files, and create and oversee the schedule for interventions.

At the middle school level, each of the District's eight neighborhood middle schools has two teachers dedicated to providing high quality reading and math interventions to struggling middle school students. These classes focus on improving targeted academic skills, as well as fostering student engagement and positive attitudes toward school. This instruction is in addition to the students' regular core classes.

The Middle School Intervention Project (MSIP) is in its third year at the middle school level. The study, through the University of Oregon, will determine if providing additional reading and engagement interventions to struggling students prevents them from dropping out of high school. The longitudinal study follows this year's eighth graders through the end of tenth grade. MSIP does not recommend or mandate specific programs. Rather, it observes the existing interventions in six of our middle schools, as well as schools in seven other districts around the state.

In addition to dedicating instructional time to closing the gap for struggling students, several of our middle schools are providing enrichment classes in their schedules. During these classes, students who are meeting or exceeding grade level targets are challenged to extend their learning through enrichment lessons. Many middle schools are currently using flexible grouping of students to meet the needs of all learners. Some examples currently in use include:

- Moving students between teachers based on pre-test data for short re-teaching or extension units
- Science-based enrichment classes
- Changing student schedules during the second semester of eighth grade based on forecasting decisions
- Planning for "proficiency days" within units where students focus on achievement or extension of specific learning targets.

The enclosed data includes the percent of students served through interventions and the percent who have exited interventions to date.