



BOARD MEETING DATE
April 3, 2012

STRATEGIC PLAN: Extensions and Interventions to Meet Individual Needs

As part of the monthly updates on the Strategic Plan the following document, Extensions and Interventions to Meet Individual Needs has been provided to the Board for review. This information relates to the “I” in “THRIVE”, Individual Student Growth and identifies the manner in which the District is meeting individual student learning needs.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

Strategic Plan: **Extensions and Interventions to Meet Individual Needs**

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Within a standards-based learning system, teachers are better able to pinpoint exactly what each student knows and is able to do. When educators know where students are in their learning, they can differentiate instruction by implementing enrichments and/or interventions. Toward the district goal of individualizing education so that each and every student masters or exceeds our district's K-12 learning targets, the following descriptions highlight some of the specific instructional strategies the Teaching and Learning Department is supporting in our district this year.

SIOP

SIOP (Sheltered Instruction Observation Protocol) is a sheltered instruction framework that helps teachers make content comprehensible for English Language Learners. The District SIOP plan includes three steps: 1) initial training on the framework and its components, 2) classroom implementation of individual components, and 3) classroom application of the framework using lesson study as the vehicle for implementation. All elementary schools have implemented steps one and two. About one third of elementary schools have teacher cohorts participating in SIOP lesson study, with one school using SIOP lesson study school-wide. SIOP is also being implemented in all middle and high schools, with an increasing number of teachers trained each year. At the secondary level, each meeting focuses on one of the eight components. In some cases, teachers are earning PSU credit for their active participation in professional collaboration that is centered around SIOP lesson study.

Cluster Grouping

TAG Services continues to implement the top two priorities from the TAG Project Team by providing professional development opportunities and implementing elementary cluster grouping. There are currently five schools participating in Total School Cluster Grouping (TSCG), three of which were added in the fall of 2011. Principals from several of these buildings are working collaboratively to provide staff development in differentiation, higher-level reading strategies, and student engagement. In addition, TSCG teacher leaders are presenting at several elementary schools on the following topics: Mind-Set, Project-based Learning, Total School Cluster Grouping Rationale and Implementation, and Research and Equity in Developing Class Lists in TSCG. In March, 70 teachers from many BSD elementary schools participated in Junior Great Books training to promote critical thinking and inquiry in the classroom.

Differentiation

Throughout the 2011-12 school year, a series of subject-specific differentiation workshops were available for secondary teachers in the following content areas: math, science, and humanities (language arts/social studies). The workshops were after school, once per month, from October to February. During the meetings, teachers engaged in professional reading and dialogue, shared strategies, and discussed best practices. They were provided individual study and planning time to implement instructional strategies in their classrooms. The meetings were spaced roughly three weeks apart and were designed to provide a learning progression for teachers, such that they could report successes and learning back to their groups.

Interventions/Extensions

Middle School Intervention Project (MSIP) is a study by the University of Oregon to determine if providing additional reading and engagement interventions to struggling students will prevent them from dropping out of high school. The longitudinal study follows this year's seventh graders through the end of tenth grade. The study doesn't recommend or mandate certain programs. Rather, it observes the existing interventions in six of our middle schools, as well as schools in seven other districts. Each of BSD's eight neighborhood middle schools has a dedicated reading intervention teacher, and three schools have designated math intervention teachers. These teachers provide targeted reading or math instruction to struggling students that supplement their regular core classes.

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 tasks. Many middle schools are currently flexibly grouping kids to meet the needs of all learners. This looks different in each building, although some examples include the following: moving students between teachers based on pretest data for a short re-teaching or extension unit, science-based enrichment classes, changing student schedules during the third trimester of eighth grade based on forecasting decisions, and planning for "proficiency days" within their units where students focus on achievement or extension of specific learning targets.