

# SCHOOL WIDE INTERVENTION & EXTENSION BLOCK PLAN

2023 - 2024

## Murdock Elementary

### CCC Questions Three & Four

"Answering the questions together has a powerful impact on learners eliminating inequity by guaranteeing that every student, regardless of teacher, learns at the highest levels."

~Ferriter

### Purpose of Intervention & Extension Block:

- Systematically provide intervention increasing student achievement in math through targeted remediation and extension.
- Proactively target mathematics instruction to address gaps created by the changes to state standards and other challenges.
- Increase collaboration and teacher discussion around student data and learning.
- Closely monitor student progress through common formative assessments and student data.
- Increase opportunities to discuss best instructional practice and a viable curriculum.

### Connection to School Strategic Plan:

**Math SSP Goal:** During the 2023-2024 school year, 86% students will demonstrate proficiency or greater of grade level math standards as measured by the Georgia Milestone Assessment at proficiency level 3.

3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<ul style="list-style-type: none"><li>• <b>2022 Data:</b> 85.6% @ level 3 or above</li></ul>	<ul style="list-style-type: none"><li>• <b>2022 Data:</b> 81.6% @ level 3 or above</li></ul>	<ul style="list-style-type: none"><li>• <b>2022 Data:</b> 79.4% @ level 3 or above</li></ul>
<ul style="list-style-type: none"><li>• <b>2023 Data:</b> 86.1% @ level 3 or above</li></ul>	<ul style="list-style-type: none"><li>• <b>2023 Data:</b> 82.7% @ level 3 or above</li></ul>	<ul style="list-style-type: none"><li>• <b>2023 Data:</b> 74% @ level 3 or above</li></ul>
<ul style="list-style-type: none"><li>• <b>2024 GOAL:</b> Increase percentage of students achieving level 3 or above to 90%</li></ul>	<ul style="list-style-type: none"><li>• <b>2024 GOAL:</b> Increase percentage of students achieving level 3 or above to 90%</li></ul>	<ul style="list-style-type: none"><li>• <b>2024 GOAL:</b> Increase percentage of students achieving level 3 or above to 88%</li></ul>

## Growth Goal

<ul style="list-style-type: none"> <li>• <b>2022 Data:</b> 14.4% @ level 2 or lower</li> <li>• <b>2023 Data:</b> 13.8% @ level 2 or lower (2.4% level 1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2022 Data:</b> 14.4% @ level 2 or lower</li> <li>• <b>2023 Data:</b> 86.1% @ level 2 or lower</li> </ul>	
<b>LEVEL ONE STUDENTS</b>	<b>LEVEL ONE STUDENTS</b>	<b>LEVEL ONE STUDENTS</b>
	<ul style="list-style-type: none"> <li>• Kyndall Williams</li> <li>• Wynter Moore</li> <li>• Joao Rodrigues Melo (moving)</li> <li>• Miguel Araujo De Figueiredo</li> </ul>	<ul style="list-style-type: none"> <li>• Daniel Lopez</li> <li>• Kezma Williams</li> <li>• Cameron Busch</li> <li>• Alexandria Blakely</li> </ul>

## Connection to The Superintendent's Priorities

- Superintendent Priority: Simplify the Foundation
- Superintendent Priority: Use Data to Make Decisions
- Superintendent Priority: Make Cobb the Best Place to Teach, Lead, and Learn

## We commit to an intervention block that is

- Daily (8-830)
- Schoolwide
- Math Focused
- Targeted
- Data Based

## Schedule:

- Largely contingent on the Target schedule, so the goal is to end this school year with a tentative plan of how to maximize gifted FTE and assign grade level days.

3 days of targeted intervention	1 day of CFA	1 day of digital learning
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- Specials and regular schedules begin at 8:30
- Special Education & ESOL services will be delivered during this time to allow students more access to the general education curriculum.
- Target Days for 2023-2024 School Year

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
4 <sup>th</sup> Grade	1 <sup>st</sup> Grade 2 <sup>nd</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	Talent Development

## **Our Commitment to Students:**

- Bmnl
- A kjh akjkb dk
- Jkjhdb mn dbkjha

## **Our Commitment to Each Other:**

- Bmnl
- A kjh akjkb dk
- Jkjhdb mn dbkjha

## **Looking Beyond a Score for Intervention:**

“By working deliberately to provide the right intervention to the right student at the right time - instead of delivering the same intervention to every struggling student all at once - collaborative teams take an important step toward meeting the challenge of ensuring high levels of learning for all” (Ferriter, p. 151).

### **Typical Reasons for Intervention**

1. Students have gaps in prerequisite learning.
2. Students need additional practice.
3. Students would benefit from alternate demonstrations of mastery.
4. Students need support with work behaviors

## **Intervention does not have to be complicated, but it must be deliberate.**

“An intervention is anything a school does, above and beyond what all students receive, that helps a child succeed in school” (Buffum et al. 2012, p. 130).

### **The BIG Book of Tools**

- Tool: Team-Based intervention Plan for Struggling Students (pg. 162)
- Tool: List of Common Misconceptions for an Essential Outcome (pg. 163)
- Tool: Rating the Effectiveness of Interventions on Your Learning Team (pg. 164)
- Tool: Checklist: Rating Your Team’s Intervention Practices (pg. pg. 185)

## **Intervention Expectations:**

- CCCs will begin the week of August 14<sup>th</sup>
- Intervention will begin the week of August 21<sup>st</sup> (*Kindergarten week of October 9<sup>th</sup>*)
- Students are grouped according to skill, strategy, or standard
- Intervention data will be housed in TEAMS
- Group size will be based on student need and data. Priority for small groups will be given to students with the most needs. Extension and on-level groups will be larger to accommodate smaller groups for lower achieving students.
- There is a sense a shared responsibility for students meaning teachers will share students for both intervention and extension.
- CFA data will be analyzed on a consistent basis and students will be regrouped accordingly.

## RTI as a Part of Intervention



### Extension:

"Instead of thinking of question 4 as the academically gifted students in our classrooms, collaborative teams see question 4 students as all the students in our classrooms who have demonstrated proficiency with the grade-level essentials. That simple shift in thinking allows collaborative teams to look for the superior potential in every student and to break the dangerous cycle of targeting only the weaknesses that we see in our students" (Ferriter, p. 188).

### Effective Ways to Extend Proficient Learners

1. Students can demonstrate mastery beyond grade level proficiency. (multiple strategies, written explanation, etc.)
2. Students can have access to more grade-level curriculum that is not deemed essential.
3. Students can apply their learning to a real-life situation not addressed in class

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### **Extended Collaboration: Extended CCC one day per week. Additional 1 hour 10 minutes of planning.**

- Start time 7:20 until 8:30
- Extended Collaboration Day will be planned on the team's target day reducing the number of students.
- Target teachers will have an intervention block with their students.
- Students in the classroom will be supervised by the specialists and will work on Dreambox as they arrive.

### **Extended Collaboration Expectations:**

- Teams will meet in the collaboration station.
- Regular norms apply this meeting.
- A portion of the meeting will be dedicated to discussing current math intervention data and CFAs
- The remainder of the collaborative planning time will continue the work of the CCC
- RTI should be discussed as a part of the CCC process in all content areas

# *A Visual Representation of the Work*

