Gravette Upper Elementary WIN Time

“What I Need” time is considered a “WIN” for all students at Gravette Upper Elementary. Students in need of intervention(s) to assist with acquiring necessary foundational skills and/or specific classroom learning targets are identified for placement within a WIN group using universal screeners and classroom assessments. Children who are *not* in need of an intervention are allowed the opportunity to choose an enrichment activity to attend during this protected time.

“WIN” time occurs building-wide Monday - Thursday from 10:10-10:50. During this time *ALL* GUE students move throughout the building based upon his or her individual academic needs – there may be fifth graders in the third grade hallway, or fourth graders in the fifth grade hallway – grade levels do not exist for forty minutes! Thirty-seven teachers and staff members, along with several volunteers from our community, provide both intervention and enrichment classes during each daily session. Interventions currently include: decoding, reading fluency, comprehension strategies, math fluency, relational thinking skills, algebraic reasoning, and geometric understanding. These intervention groups are progressed-monitored every two to four weeks, allowing for fluidity as students are ready to move to another area of need. Enrichment activities include a habitat study group, geometry through physical education, art and music clubs, a tutoring club, and a newscast team. Students are given an interest survey at the beginning of each semester to guide in building these enrichment activities. Standards are reviewed and identified to match each group in order to show the extension of what is occurring in each activity.

A “GUE WIN TIME” Google Spreadsheet is shared with the entire staff, allowing for the observance of movement throughout the school. This spreadsheet can only be edited by the Title I certified teacher and/or principal, taking away the concern of movement without reason or documentation. During our weekly PLC meetings, data is disaggregated to determine if growth is or is not occurring and if there is a need to adjust what is being taught within that group or if an entire new group needs to be formed based on student need.

This process begins with the baseline testing of all students using universal screeners. This data is then analyzed for gaps in student achievement. Common areas of need are identified and the most highly trained teachers for that subject are then asked to lead the intervention. From this point, additional groups are created for both interventions and enrichment. Students within intense interventions are progressed monitored every two weeks to assure the correct instruction is taking place. If data demonstrates little to no growth, instruction is adjusted or students are given the opportunity to receive this intervention from another highly trained teacher. All groups are reevaluated quarterly to assure that students are continuing to show growth throughout all areas.

With these interventions in place during the 2017-18 school year we have seen the percentage of students who require the most intense decoding reading group drop from 32% of all students to 21% from September to December and the percentage of students receiving fluency interventions rise from 18% to 38%.