

# West Middle School General Education Intervention Summary 2014-2015

Student Name: \_\_\_\_\_ Grade: 6 7 8

\_\_\_\_\_ General Education \_\_\_\_\_ IEP \_\_\_\_\_ 504 \_\_\_\_\_ ELL

**The following interventions were in place for this student during the indicated quarter:**

Academic     Attendance     Behavior     Math     Reading     Writing     Social/Emotional     Other

## **Academic (general)/Learner Behavior Support**

**Academic Watch:** Students with grades below 70% are monitored weekly by a member of the academic support team. Students with three or more grades below 70% are monitored more closely by the academic support team. Students are provided with a list of missing assignments, current grades and PIV (online grade book) codes. Students remaining on Academic Watch for more than two weeks are referred for more directed, strategic and intensive interventions.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_

**Strategic XTS:** The 30 minute eXtended Time and Support period allows students to access teachers for additional support as needed during the school day. Students who are struggling in a particular content area or with chronic time management issues may be assigned to attend XTS 3-5 times per week with a particular teacher for more directed supervision and support. Students may also be assigned to a Positive Peer Mentor during XTS as a less intensive intervention.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_

**Homework Intervention/Detention:** Students repeatedly not completing homework assignments and are in danger of failing a class as a result may be assigned an after school detention to complete the assignments.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_

**Daily Check-in/check-out (CI/CO):** Students struggling with organization, planner usage and homework completion may be assigned to a daily check in/out. CI/CO has three levels of support depending on the nature and severity of the struggles. Level A is self- monitoring and has the highest level of independence for students. Level B requires students to get teacher's signatures each hour to verify the accuracy of the assignment. Level C requires students to get teacher's signatures, visually show each book and each assignment.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_

**Student Contract:** Student contracts are tailored to meet the needs of the individual student. Contracts are used as a reminder system to students and as a means of communication between home and school. Typically contracts are in the form of a daily check-list and are used to address a behavior concern that is interfering with the student's learning.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_

**Guided Advisory (GA):** GA is for students who are not completing school work and for whom multiple classroom and team interventions have proven ineffective. Students are scheduled into GA in place of one of their elective classes for a minimum of three weeks. Students must be caught up on all missing assignments and all core grades must be above 70% before they will be allowed to return to their elective class. Students exiting GA are required to have an exit plan/contract which often involves a daily check-in and/or check-out.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_

**Study Stars:** Students struggling with organization, planner usage, managing homework, checking grades, ... will work with a peer mentor (7<sup>th</sup> or 8<sup>th</sup> grade student) to help with these items. The groups will meet 1x/week during XTS. These students are referred by current 6<sup>th</sup> grade teachers.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_

## **Tiered Math Support**

Students are identified for Tiered Math Support through a school-wide universal screening process that includes detailed diagnostic testing for students below benchmark on the screener. Based on the results of the diagnostic testing and any previous math interventions, students are placed in one of several targeted math intervention groups.

**Intensive Intervention: Math Support Class** Intensive math support class is for students who have multiple demonstrated gaps in math skills as diagnosed through Delta math testing. The Math Support class meets one hour per day in place of an elective class. Students work on pre-algebra standards from grades 3-6 as identified through diagnostic testing. Each child has an individualized plan based on their specific needs.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_

**In-class Math Support** When available, a para-pro may be assigned to assist the classroom math teacher with differentiated instruction, small group testing, and supported homework time. Students are identified for in-class math support based on formative and summative assessment scores, universal screening data, standardized testing results, as well as teacher input.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_

## **Tiered Reading Support**

Students are identified for Tiered Reading Support through a school-wide universal screening process that includes detailed diagnostic testing for students below benchmark on the screener. Based on the results of the diagnostic testing and any previous reading interventions, students are placed in one of 5 targeted reading intervention groups.

**Intensive Intervention: Reading Support Class** The Reading Support Class meets one hour per day in place of an elective class. Students work on comprehension, fluency, decoding, vocabulary and strategies for approaching unfamiliar content. Each child has an individualized plan based on their specific needs.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_

**Strategic Interventions: Peer Assisted Reading (PAR4)** PAR4 meets 2x per week during XTS. Students who are in PAR4 work on oral reading fluency, comprehension, summarization and vocabulary strategies. All students who are in PAR4 read with a peer mentor in order to be able to have one on one discussions about what is being read. The group follows a very strict structure that is facilitated by a teacher or a para-pro.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_

**Reading Watch:** Students slightly below benchmark, or who have not reached the spring benchmark for their grade level are validated with an additional screener passage and then monitored for adequate growth.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_

## **Tiered Writing Support**

Students are identified for Tiered Writing Support through a school-wide baseline writing screener that focuses on summary writing. From that screener, teachers identify students who are missing important skills necessary for writing a cohesive summary. Those skills include writing effective introductions, providing details, identifying the main idea and important details, and concluding.

**Strategic Intervention: Writing Boot Camp** The Writing Boot Camp intervention runs anywhere from 1 week to 1 month to address the specific area of concern per student. Each Boot Camp focuses on a summary skill where students work on the skill through guided and independent practice. Skills include: writing effective introductions, providing details, identifying main ideas and details, concluding, and using graphic organizers for pre-writing. Writing Boot Camp is a small group intervention of 10 or fewer students who work with a certified teacher and para-pro.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_

**Watch:** Students who participate in a Writing Boot Camp are on watch for the remainder of the school year. These students are progress monitored quarterly to ensure they are applying the strategies to meet the expectations of the targeted area.

Q1 Q2 Q3 Q4 Comments: \_\_\_\_\_