



A Community of Learners

Informational Memo - Reaching All Learners K-2 Intervention Overview

TO: School Board
Superintendent Kocanda

FROM: Beth Martin

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Background

Under the *Reaching All Learners* goal, an area of focus includes K-2 Interventions. This memo is designed to provide the Board with an overview of how the K-2 intervention program has been designed and what outcomes are anticipated as a result of the program design.

Alignment with the District 36 Shared Vision

Reading and math interventions are offered to students who are not progressing as expected when compared to grade level peers. The supports that are offered through intervention aligns with the District 36 Shared Vision in multiple ways.

- ☐ Intervention services include targeted instruction that supports students who may demonstrate delays in reading or math.
- ☐ Provision of specific instruction enables each student to demonstrate individual growth and to achieve a level of success within the intervention.
- ☐ Through provision of proper levels of support and opportunity for students to meet challenges successfully, students are able to personally engage in their learning.

Overview

The following list entail practices that have been implemented this school year to improve delivery of reading and math interventions to our students. These new components are research-based and developmentally appropriate.

- ☐ Consistent, targeted interventions for students in grades K-2.
- ☐ Added math interventionist positions at each elementary school, along with Kindergarten teacher support for older grades (90-minutes/week).
- ☐ Implemented use of common universal screeners at all three elementary schools. This will enable development of updated local norms.
- ☐ Collected benchmarking data for all first and second grade students.
- ☐ Provided targeted training for reading and math interventions.
- ☐ Trained and assigned associates in assist in delivery of interventions, enabling special educators to focus on IEP -directed services.
- ☐ Modified intervention delivery options such that interventions can be performed within the classroom to promote a sense of community for students.
- ☐ Purchased a new data warehouse and reporting system (*Illuminate*).

Anticipated Outcomes

- ☐ The increase in trained intervention staff will enable the District to provide targeted Tier 2 and Tier 3 interventions to more students in both reading and math resulting in improved performance long-term.
- ☐ The increase in intervention services will result in a decreased need for special education services in the area of reading and math, particularly for students in third and fourth grade.
- ☐ Students receiving targeted intervention will demonstrate ability to generalize skills to other academic settings.

Next Steps

The table below outlines targeted dates for review of intervention practices.

October, 2017	Intervention groups formed and services begin. KIDS assessment completed on all Kindergarten students.
January , 2018	Benchmarking on all first and second grade students. Make appropriate

	adjustments to intervention groups as warranted.
January, 2018	Phonemic Awareness screening for all Kindergarten students (speech pathologists to complete)
March, 2018	Progress Monitoring Update - status of interventions for first and second grade students.
April/May, 2018	Benchmarking on all first and second grade students. Make appropriate adjustments to intervention groups as warranted.
June, 2018	Board Update