

**October 2024**

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**1. What we do and why**

As interventionists we provide services to students that are not meeting grade level benchmarks and do not receive special education services. Our mission is to close the gap striving to get students to meet the following grade level if at all possible.

**2. What do we use to qualify students?**

- At the start of each school year students take a couple district wide assessments for both math and reading-Measures of Academic Progress (MAP) & FastBridge and teacher input is asked. Lower grades also utilize our district sight word lists. These data points are used to determine which students are needing additional instruction. If 2 or more of these scores are below grade level benchmark, a student qualifies for our services.
- Title and Reading intervention then send home permissions where a parent may choose to deny support.
- Currently, 17 Kindergarteners are receiving an intervention. This number is extremely fluid and changes often due to the skill being targeted.
- This year 1-2 currently serves 19 intervention students in Title 1 Reading.
- This year 3-6 currently serves 22 intervention students in Reading Intervention.
- This year Math Intervention currently serves 36 students in grades 1-5.
- There are currently 13 kindergarten students who are receiving a quick number identification intervention. This number is fluid as the skills change.
  
- \*High Ability Learners qualify by hitting 3 of the 5 following qualifications—high achieving scores from the Cognitive Abilities Test (CogAT), from the Screening Assessment for Gifted Elementary and middle school Students (SAGES), at least 2 district assessment scores above a given percentile in a one year period, a 4.0 in 2 or more core areas in 4 consecutive quarters and teacher recommendation scores.
- HAL serves 18 4-6 grade students, 5 extension students and there are 7 on the 3rd grade watch list for testing in the spring. It was determined that assessing in the spring of 3rd grade and to allow for an entire year of grades to accumulate, students would officially enter the program in the fall of 4th grade. The use of scores to determine a watch list also leans towards groups that may need extension until testing occurs OR students in 4, 5 or 6 that reach a notable mark for further evaluation.

**3. How do we help students to learn?**

- HAL-see enrichment below
- K-2 Reading uses UFLI (University of Florida Reading Institute). This program provides explicit instruction in phonemic awareness and phonics giving students multiple opportunities to interact with words. Students are both decoding and encoding words, as well as using decodable text allowing them to use skills in context. This program change 2 years ago was made to support the Science of Reading shift our core curriculum made

(SuperKids). The compliment in instruction is strong between the two curriculums. Students experience success due to the I Do, We Do, You Do model. Group size also ensures more success for them.

- 3-6 Reading uses Leveled Literacy Intervention (LLI). This program complements and supports a structured literacy philosophy which uses direct and explicit instruction.
- Each lesson includes:
  - Discussion of text
  - Phonics/Word Study
  - New Text-alternates between an instructional level and two levels below for fluency
  - Every other lesson also includes a reread with one to one assessment and a writing portion
- Math uses Bridges Intervention curriculum. Bridges Intervention is a math program for students in grades K–5 that provides targeted instruction and assessment for key math skills and concepts. The program is designed to help students make sense of math by building on what they already know and understand, helping students meet the current Nebraska Math Standards.
  - Lessons include a couple of warm-up skills and then moves into different skills and strategies that students can use to solve different math problems and situations.
  - Students get multiple days of instruction on a skill.

#### 4. **How do we know students are learning?**

##### **Reading**

Students are evaluated both formally and informally. Anecdotal notes are taken daily, running records with individual students occur on the even lessons and district wide assessments- NSCAS/MAPS and FastBridge-are also used for summative assessments to help determine growth and are taken again in winter and spring.

Last year overall average growth was at or slightly above expected student growth. Although we push to make more than one year, knowing students did not increase their gap shows learning.

##### **Math**

There are assessments that are part of the Bridges curriculum that are given after every 4 lessons. Sometimes the lessons are a lesson a day and sometimes they are stretched out to 2-3 days. These assessments are used to determine whether more time needs to be spent on a skill or not. Anecdotal notes are also taken on a daily basis.

Using NSCAS/MAPS and FastBridge data is also used for summative assessments to help determine growth.

#### **How do we respond when students are not learning?**

If students have not made progress based on reassessment scores, they may be put in different groups that better reach their needs or look at further evaluation. A look at classroom interventions or monitoring is also taken into consideration. Our number fluctuates from year to year as we work through the MTSS process and we see some move into special education as well as the ones we move out as they reach benchmarks. We've noticed many of the students we serve are new to our district.

5. **How do we extend or enrich the learning for students who exceed proficiency?**

**HAL** does not currently use a purchased curriculum. I utilize mostly Problem Based Learning (PBL) units for students. This is still a work in progress but the focus is to be inquiry driven and performance based outcomes. Along with these units I offer extra opportunities entering in elementary Quiz Bowl and Battle of the Book competitions with only interested students. This year too, working with Mr. Shada, I've also offered a project based contest called Future City with a group of 9 6th-8th grade students.

**Reading-**

When a student reaches proficiency they are dismissed from our groups to whole group.

**Math-**

Students who exceed proficiency will be dismissed from math interventions. Math is different from reading where a student may be really struggling with one concept, but the next they have mastered. The math groups are really pretty fluid, with students entering and exiting based on teacher recommendations.

6. **Other Information**

**Multi-cultural Aspect:**

LLI does use varying backgrounds and cultural experiences.

Bridges incorporates many different real world cultures into their curriculum in determining how to solve real world math problems.