

DODGE CITY MIDDLE SCHOOL

Response 2 Intervention 2010

AT RISK INTERVENTIONS

At Dodge City Middle School we take pride in being proactive in identifying at-risk students. We recognize that if at-risk students are not identified early and provided with the necessary assistance and intervention, they develop habitual behaviors that are difficult to change. At-risk students are defined as individuals whose present status (economic, social, academic, and/or health) indicates that they might fail to successfully complete their education. They may be deemed at risk if any of the following characteristics apply to them:

- They are members of a household or family whose income is at or below the poverty level.
- They have not made substantial progress in mastering the basic academic skills that are appropriate for students of their age.
- Their grades reflect significant underachievement.
- They have excessive absences from school.

THREE TIER INTERVENTION PROGRAM

Identifying at-risk students is a complex, difficult task, especially in secondary schools, since students can become lost in the maze of day-to-day activities. In elementary settings, the task is easier because the teacher spends all day with the students and can easily identify students who are potentially at risk. Our school uses the team concept that allows teachers to have time within the regular school day to meet and discuss student concerns. Our school uses the team concept that allows teachers to have time within the regular school day to meet and discuss student concerns.

Mini Assessments and Re-assessment

Benchmark assessments are tests administered every four weeks to give math, science, reading and social studies teachers' immediate, formative feedback on how their students are performing. The formative benchmark assessments process is designed to help teachers target instructional practices to meet specific student needs and monitor and support student progress through intervention and enrichment. Benchmark Assessments have been designed to advance teaching and learning in several important ways.

- First, they provide teachers with quick, reliable monthly feedback on how students are progressing toward state standards.
- Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of each content area.
- Third, and most importantly, they provide teachers with targeted strategies for helping students learn those things that the *Benchmarks* indicate they still need to master.

Mini Assessment and Re-assessment Time Line

- **First Mini Assessment:** (August 18th through September 16th) - Mini Test I – September 17th
 - After School Session I: Start September 28th and Post Test October 9th
- **Second Mini Assessment:** (September 17th through October 14th) - Mini Test II – October 15th
 - After School Session II: Start November 2nd and Post Test November 13th
- **Third Mini Assessment:** (October 15th through November 18th) - Mini Test III – November 19th
 - After School Session III: Start December 7th and Post Test December 18th
- **Fourth Mini Assessment:** (November 19th through December 17th) - Mini Test IV – December 18th
 - After School Session IV: Start January 11th and Post Test January 22nd
- **Fifth Mini Assessment:** (December 18th through January 26) - Mini Test IV – January 27th
 - After School Session V: Start February 8th and Post Test February 19th

Professional Learning Communities (PLC)

During regularly scheduled PLC meetings the mini assessments are compared to an individual student's performance to a specific performance standard after the selected standards have been taught. These performance standards are articulated through a pacing guide distributed at the first of the school year. At the PLC meetings Reading and Math PLC teams are given a Formative Assessment results chart to determine the percentage of students meeting or falling below state proficiencies. Students not meeting proficiency levels are referred to the after school intervention program. Students who do not meet state proficiencies are then administered the Post Assessment for the second time after a two week intervention has occurred.

Pacing Guide

The Pacing Guides for Math Reading Science (under development) and Social Studies (under development) are created for the purpose of planning curriculum for the year in order to include all of the necessary material for meeting Kansas State Standards. These guides are designed to help coordinate teaching efforts for our school and district wide. Pacing Guides are a tool to help concentrate time, effort, and resources to maximize student learning.

TIER ONE (I) INTERVENTION PROCESS

The focus is on improving the core classroom instruction that ALL students receive. Tier I instruction is designed to address the needs of the majority of a school's students. By using sheltered instruction, flexible grouping, ongoing mini assessments, and targeting specific skills through pacing guides, classroom teachers will be able to meet instructional goals.

Intervention and Enrichment

The SMART Advisory (School Math and Reading Time) program allows teachers to work one-on-one with students to improve their specific academic deficiencies, thereby reducing the number of students at academic risk in school. A 30-minute time period is available during SMART time on Monday through Fridays for those students who need re-teaching opportunities and individualized instruction in reading and math. SMART time will be held during the second and third quarters of the school year for Tier II interventions. Since the re-teaching and tutoring are delivered by the student's own core subject teachers, the decision on SMART placement is based on the second and third quarter benchmark assessments and the Kansas State Assessments in reading and math.

After School Intervention

This program is designed to provide a supervised study environment and individual tutoring for students who are identified by mini-assessment scores as academically at-risk in one or more of their core subjects. The normal term of placement for this program is eight days, depending on individual student needs. Most likely, the same students will enter and exit the program throughout the school year. It is helpful for students who need a study environment because their homes may not be conducive to learning or because they find it difficult to study within the regular classroom. It also makes available tutors who specialize in the various core curriculum areas. The tutoring aspect of this program is important because at-risk students learn better through small group instruction with time for one-on-one. There are many tutoring resources within any community.

- After School Session I: Start September 28th
 - Post Test October 9th
- After School Session II: Start November 2nd
 - Post Test November 13th
- After School Session III: Start December 7th
 - Post Test December 18th
- After School Session IV: Start January 11th
 - Post Test January 22nd
- After School Session V: Start February 8th
 - Post Test February 19th

TIER TWO (II) INTERVENTION LAB (KMRA)

Tier II intervention strategy will include the KMRA intervention lab and the after school program. KMRA is a Tier II course that provides specific instruction for reading (Study Island) and math (BAIP - Blending Assessment with Instructional Program) Kansas indicators. Students who do not meet the overall criteria for Tier III are grouped by nine weeks based on their previous year's performance who are approaching standards. The standards pacing guide is another criteria used to determine student placement students into the program as it relates to what will be taught during a nine week period. The focus of instruction will be on researched based practices that engage students through hands on activities, projects, and technical labs. Any student that scores a 59% or below on the state assessment in specific math and /or reading standards and are not currently placed in a tier three program are given the opportunity to take advantage of this nine week course.

- **Blending Assessment with Instruction Program (BAIP)**

The Blending Assessment with Instruction Program (BAIP) aligns Kansas's mathematic curriculum standards into instruction that supports teaching and learning. BAIP is based on the logic that students learn best in an environment where assessment and instruction are blended to support teachers and engage students. The program provides teachers with high-quality instructional resources aligned with curriculum standards and timely access to student performance data. The program provides three sets of Web-based resources for students and teachers in grades 3 through high school that are based on Kansas mathematics standards and indicators.

- **FASTT Math Fluency and Automaticity through Systematic Teaching with Technology**

FASTT Math, which stands for Fluency and Automaticity through Systematic Teaching with Technology, delivers individualized instruction and practice that helps students develop automatic recall of basic math facts from numbers 0-9 or 0-12. Computer-based, customized practice activities and worksheets help students achieve math-fact fluency. In addition, the *Fact Fluency Foundations Guide* provides instruction in number sense and operations for those students who lack a foundation in basic math concepts. FASTT Math will not be part of the regular math classroom curriculum, but will monitor student's progression. FASTT Math will be utilized in the Connect classrooms. FASTT Math will also be exercised by the Tier II and Tier III students.

- FASST Math Daily (10 Minutes) (10 Minutes Every Other Day in Connect) Average 20 Minutes Weekly

- **KRA Reading Study Island Daily**

The content on Study Island is written from state standards. The program gives diagnostic, formative and summative results to teachers and administrators. In addition, it allows for an assessment feedback loop, reinforces learning through practice, motivates students, supports mastery, and uses a web-based platform.

Study Island allows students to practice and to build skills over time toward mastery. Students can practice math, reading, writing, science or social studies. Once students are connected to the online program, they choose how many questions they want to answer. If they are not familiar with an indicator or standard, basic lessons are available. When they begin their session, they receive immediate feedback for their answers. Students and teachers can see the progress in any subject and/or indicator on the computer screen.

This supports the research from the report that says that the best feedback encourages students to keep working until they succeed and tells students what they know about the target knowledge instead of telling how they did in comparison to others.

Research also recommends that teacher assess students in ongoing classroom assessments called Formative Assessment. Not only do students receive immediate feedback when working, teachers can keep track of student performance at any time as well. How teachers use this assessment data to change teaching practices and for remediation is the key to helping students. In addition, the reports offer diagnostic data to show student weaknesses and summative data that shows their mastery of indicators or objectives.

- **Tier II After School Program**

The After School Tutoring program is also available for KMRA students and is designed to provide individual tutoring for students who are identified as academically at-risk in one or more of their core subjects. The normal term of placement for this type of program is ten days, depending on individual student needs. It also makes available tutors who specialize in the various core curriculum areas. The tutoring aspect of this program is important because at-risk students learn better through one-on-one instruction.

TIER THREE (III) ASSISTED LEARNING CENTER

The Assisted Learning Center will use new reading and math developmental approaches to enhance basic skill attainment. The use of Read 180 and Do the Math foundational approach will allow our teachers to further diagnose student deficiencies and provide intervention to target those specific deficiencies. The Assisted Learning Center allows students to enter the intervention lab for eighty-four minutes per day and begin their own individual intervention program under the supervision of a highly qualified teacher. The Read 180 (System 44) and Do the Math along with BAIP intervention approach to learning provide students with immediate correction and constant reinforcement. It also provides continual evaluation of student performance and keeps records of student progress.

- **READ 180**

Read 180 is an intensive reading class combining research-based practices of reading instruction with the most effective use of technology in the classroom. READ 180 offers students and opportunity to achieve reading fluency through a combination of instructional, modeled, and independent reading components. Students are placed in 180 based on teacher recommendation, student reading inventories, and reading test scores.

- **Blending Assessment with Instruction Program (BAIP)**

The Blending Assessment with Instruction model is based on the logic that standards based assessment must be aligned with curriculum standards and integrated with instruction. Students can only be expected to demonstrate effective performance if they are provided an opportunity to learn in an environment where assessment and instruction are blended in a way that supports teachers in their decision-making and systematically engages students. BAIP has been designed to, first and foremost, benefit students through providing their teachers the instructional resources and timely access to students' performance data that they deserve to have available in a routine manner.

- BAIP lessons are tied to state indicators and developed for integration into instructional programs.
- BAIP tutorials are related to state indicators and are designed to provide independent learning experiences to assist students in learning the associated skills and concepts.
- The BAIP management system provides teachers with immediate student performance data on BAIP tutorials and quizzes.

- **DO THE MATH**

Do the Math is a two hour course for students who are two years behind their grade level expectations. Students will receive both foundational and regular math assistance. Do The Math gives students who have fallen behind the chance to catch up and keep up. Focusing on Number and Operations, the cornerstone of elementary mathematics, the program teaches students the basics of math—computation, number sense, and problem solving. Do The Math helps students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems. Students are placed in Do the Math based on teacher recommendation, student math inventories, and math test scores

- **FASTT Math**

FASTT Math employs a proven approach called “expanding recall” to help students move newly acquired math facts from working to long-term memory. No more than three new facts are introduced during any given 10-minute session. Students practice holding new facts longer and longer in working memory until they make the leap to automatic retrieval. Developing automatic recall of basic facts provides the foundation needed for later development of higher-order math skills.

- FASTT Math (10 Minutes Daily) (10 Minutes Every Other Day in Connect)
- FASTT Math for Tier II and Tier III students (Average 60 Minutes Weekly)