Academic Intervention Programs &
English/Language Arts Intervention at the
Middle Schools (Voyager)

David Pava       Deputy Superintendent
Nancy George     Director, Adult Education & Intervention Services
Lisa Metzinger   Director, Strategic Planning & Staff Development
Academic Interventions

- Cycle of Inquiry
- Pyramid of Interventions
- Academic Interventions during the school day
- *Voyager*
Plan
What is it we want ALL students to know?
• Select power standards
• Use curriculum maps
• Learn about research-based instructional strategies (such as Marzano)

Teach
• Apply research-based instructional strategies to known needs and abilities of students
• Use strategies and approaches agreed upon with colleagues

Assess
How will we know if students have learned it?
• Use formative classroom assessments to monitor ongoing progress
• Use district benchmark assessments to track progress toward standards
• Analyze data to hone in on student needs

Reflect
How will we respond when students experience difficulty in learning?
How will we respond when students already know it?
• Create intervention/acceleration programs and monitor student progress
• Differentiate and personalize classroom instruction, using research-based instructional strategies

• Collaborate in grade level/department teams
• Share lesson plans and best practices across key participants
Academic Interventions

Essential Elements for Academic Success:

- Core curriculum must be solid, and delivered with fidelity. Without this, the system of interventions will be overwhelmed.
- No matter how skilled the teacher teams become, some students will always require additional time and support.
Steps to Building a Pyramid of Interventions

1. Ensure FIRST “best instruction”
2. Use the incremental, pyramid approach (least restrictive to most restrictive)
3. Identify eligible students based on results of common assessments
The “Pyramid of Interventions” Model

- **Targeted and specific interventions for the lowest achievers**

- **Intensive support for students performing significantly below grade level and needing appropriate differentiated instruction; additional support provided during and outside of the instructional day**

- **Identified students are provided with support outside of the regular classroom setting either before/after school or on Saturday**

- **The broadest level of support directed at the majority of students; students needs are addressed within the regular classroom setting**
2007-08 Pyramid of Academic Interventions
What are we currently doing? (sample)

One-on-one teaching

Mandatory reading classes

After school reading classes, students given regular feedback on progress

Targeted small groups within a classroom, grouping, aide support

Increasing independent reading time in classes, leveled or guided reading, standards-based instruction
Mandatory Class in the Student Day
- Targeted for “Below Basic” and “Far Below Basic”
- Curriculum Components
  - 2-Week “Expeditions”
    - DVD Introduction
    - Vocabulary
    - Fluency
    - Comprehension
  - Regular Assessment
  - Weekly computer assisted instruction
- Support for Teachers
Alvarado Middle School

- Yvonne Hull, Principal
  School-wide Process

- Sarah Graff, 6th CORE & Intervention Teacher
  Using Voyager
Voyager at Alvarado Middle

Film Clip
Coming Attractions

December 4, 2007
Categorical Program Monitoring (CPM);
Leveraging categorical resources to improve student performance.