

Portsmouth West Elementary School

Intervention Plan 2012-2013

(See end of document for glossary of terms used)

Grade	Intervention Provider(s)	Tier(s)	Focus/ Content of Intervention	Data Used
K	Classroom Teachers Instructional Aides	I – III	Intensive Intervention, Flexible (Homogeneous) Groups, Based on data Phonemic Awareness CLLIP -Best Practices Progress Report Skills, As Diagnosed (Includes Math skills) KRAL diagnosed needs WAC diagnosed needs SF Reading Series/Sidewalks Intervention	KRAL (pre) *Phonemic Awareness Asmt -pre/post Progress Reports (Each 9 wks.) Classroom Observation (Daily) Spelling Inventory (Post) Reading Series Baseline Test (pre) AimsWeb Letter/Sound Fluency (Pre/Mid/Post) AimsWeb Test of Early Numeracy (Pre/Mid/Post)
	Instructional Aides	II & III	Read to/with children Phonemic Awareness Skills Stepping Stones Program Sound Partners Wilson Reading Sidewalks Intervention	Phonemic Awareness Assessment (pre/mid/post) Progress Reports (Each 9 wks.) Spelling Inventory (Post) AimsWeb Data/Progress Monitoring, once weekly in Math and Reading for Tier III
1 st Grade	Classroom Teachers Intervention Specialist	I – III	Intensive Intervention, Flexible (Homogeneous) Groups, Based on data Phonemic Awareness (15 day program) CLLIP – Best Practices Early Success Phonics SF Reading Series (Sidewalks Intrvn) SF Strategic Intervention and Decodable Readers Early Success H.M. Progress Report Skills, As Diagnosed (Includes Math skills) WAC diagnosed needs Enrichment Making Words Picture/Word Sorts	Kindergarten Progress Reports (pre) *Phonemic Awareness Asmt –(pre/post) Spelling Inventory (pre/mid/post) Reading Series Unit Tests DRA (2X year/teacher preference) Progress Reports (each 9 wks.) Reading Series Baseline Test (pre) Diagnostics (3 rd 9 wks.) AimsWeb Letter/Sound Fluency (Pre) AimsWeb Test of Early Numeracy (Pre/Mid/Post) AimsWeb Nonsense Word Fluency (Pre/Mid/Post) M-COMP-Math Computation (Pre/Mid/Post)
	Intervention Support Staff	II & III	IEP skills	Multifactorial Evaluations

			CLLIP (Sidewalks Intervention) Tier I-III Assessed Skills Read to/with children Phonemic Awareness Skills Phonics Sidewalks Intervention So	Preschool Assessments (Get It, Got It, Go and Progress Reports) Progress Reports AimsWeb Data My Sidewalks Assessments
	Computer Labs (Classroom teachers, intervention specialist)	I – III	Center based reading/math instruction Math Tek	
2 nd Grade	Classroom Teacher and Instructional Aide	I – III	Intensive Intervention, Flexible (Homogeneous) Groups, Based on data CLLIP-Best Practices (Phonics, Fluency, Comprehension, Voc.) Fluency and Comprehension Reader's Theatre Vocabulary Instruction Progress Report Skills, As Diagnosed (Includes Math skills) WAC diagnosed needs SF Reading St. Series Sidewalks Intvn. Phonics Test Strategies Bloom's Taxonomy Enrichment: Library Skills and Research	1 st Grade Progress Report *Phonemic Awareness Asmt –Assess new students or at teacher recommendation Spelling Inventory (pre/mid/post) DRA (2x per year/teacher preference) Progress Reports (each 9 wks.) Reading Series Baseline Test (pre) Diagnostics (3 rd 9 wks.) AimsWeb Letter/Sound Fluency AimsWeb Math Computation /M-COMP (Pre/Mid/Post) M-CAP-AimsWeb Math Concepts and Application (Pre/Mid/Post) OAA diagnosed needs (Math and Reading) Reading Series Unit Tests AimsWeb Math and Reading Weekly Progress Monitoring for Tier III
	Intervention Teacher	II & III	IEP skills CLLIP SF Reading Series Sidewalks Intervention Tier I-III Assessed Skills Phonemic Awareness (15 day program) Released OAA Items Enrichment	Multifactorial Evaluations Preschool Assessments Progress Reports SOAR and/or My Sidewalks Assessments (fluency) AimsWeb Data Sidewalks Intervention
	Computer Labs (Classroom teachers,	I – III	Center based reading/math instruction Math Tek	

	intervention specialist)			
3 rd Grade	Classroom Teachers, Intrvn. Support	I – III	Intensive Intervention, Flexible (Homogeneous) Groups, Based on data CLLIP –Best Practices (Phonics, Fluency, Comprehension, Voc.) SOAR SF Reading St. Series, Sidewalks Intrvn, Progress Report Skills, As Diagnosed (Includes Math skills) WAC diagnosed needs	2 nd Grade Progress Reports Spelling Inventory (pre/mid/post) Progress Reports (each 9 wks.) Diagnostics (3 rd 9 wks., Writing only) Practice Test, OAA (pre) Reading Series Baseline Test (pre) OAA (fall & post) Quarterly Asmts, (Math and Reading) with item analysis AimsWeb Math Computation (M-COMP Pre/Mid/Post) M-CAP-AimsWeb Math Concepts and Application (Pre/Mid/Post) Aims Web Oral Reading Probes AimsWeb Comprehension Maze Sidewalks Intervention
	Intervention Support Staff	II & III	Phonemic Awareness (15 day program) SOAR Sidewalks Intervention Wilson Reading	*Phonemic Awareness Asmt(pre/post) My Sidewalks Assessments AimsWeb Data Wilson Reading
			IEP skills CLLIP-Best Practices, SOAR Intrvn. groups SF Reading St. Series, Sidewalks Intrvn. Wilson Reading	Multifactorred Evaluations Preschool Assessments Progress Reports AimsWeb Data Sidewalks Intervention Wilson Reading Orton-Gillingham
	Computer Labs (Classroom teachers, intervention specialist)	I – III	Center based reading and math instruction Math Tek	

4 th Grade	Classroom Teachers	I – III	Intensive Intervention, Flexible (Homogeneous) Groups, Based on data CLLIP –Best Practices (Phonics, Fluency, Comprehension, Voc.) SOAR Intervention Group Report Card Needs, As Assessed (includes Math skills)-Power Standards S.F. Reading Series WAC diagnosed needs SF Reading Series Sidewalks Intervention OAA Released Items Authentic Literature within reading circles, reading units Reader’s Theatre Enrichment	3rd Grade Progress Reports (pre) SOAR, Retelling Assessment (weekly) SOAR, Oral Reading Checks Spelling Inventory (pre/mid/post) Reading Series Baseline Test (pre) Report Cards Quarterly Asmts, (Math and Reading) with item analysis OAA (post) AimsWeb Math Computation M-COMP-(Pre/Mid/Post) M-CAP-AimsWeb Math Concepts and Application (Pre/Mid/Post) Accelerated Reader Star Test (pre/mid/post) Aims Web Oral Reading Probes AimsWeb Comprehension Maze Sidewalks Intervention Wilson Reading
	Intervention Specialists	II & III	Phonemic Awareness, Fluency, Vocabulary and Comprehension SF Reading Series Sidewalks Intervention Wilson Reading	Released OAA items SOAR Retelling & Oral Reading Checks AimsWeb Data Sidewalks Intervention Wilson Reading Orton-Gillingham
	Intervention Support Staff	III	IEP skills CLLIP –Best Practices SOAR Intervention groups Sidewalks Intervention Wilson Reading	Multifactorial Evaluations Preschool Assessments Progress Reports Sidewalks Intervention Wilson Reading
	Computer Labs (Classroom teachers, intervention specialist)	I – III	Center based math and reading instruction Math Tek	

Mrs. Jessica Lincecum	I – III	Gifted Enrichment/Intervention CLLIP –Best Practices (Phonics, Fluency, Comprehension, Voc.)	Otis-Lenin AimsWeb Data Terra Nova
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***Tier I** = Everyone

Tier II = Small Group, specialized instruction for at-risk students

Tier III = Intensive, specialized instruction for students most at risk

Glossary

- ★ **CCLIP**-Literacy PD strategies for all 5 components of reading, writing
- ★ **SOAR**-Intervention framework with CCLIP
- ★ **WAC**-Writing Across the Curriculum: Five types of writing (quick writes to published work) used to assess students’ knowledge/skills
- ★ **ESI**-Early Screening Inventory/Kindergarten only
- ★ **DRA**-Developmental Reading Assessment
- ★ **S.F.**- Scott Foresman (Reading Series)
- ★ **KRA-L**- Kindergarten Readiness Assessment for Literacy
- ★ **Terra Nova**-Norm-referenced
- ★ **AimsWeb**-Technology-based system of screeners/formative probes used to progress monitor
- ★ **Wilson Reading**- a research-based reading and writing program, a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation
- ★ **Sound Partners**- a phonics-based tutoring **program** that provides individual explicit instruction in early reading skills
- ★ **Stepping Stones**- designed to promote children's print awareness, alphabet knowledge, phonological awareness, and serial rapid automatic naming skills
- ★ **Orton-Gillingham**- An intensive, sequential [phonics](#)-based system teaches the basics of word formation before whole meanings. The method accommodates and utilizes the three learning modalities, or pathways, through which people learn—visual, auditory and kinesthetic.

All students will be part of a daily Intervention block, “**Senator Spirit Time.**” Targeted skills from the five components of the reading process (phonemic awareness, phonics, fluency, vocabulary and comprehension) will be addressed with each student in a small group setting. The groupings will be flexible; students will move in and out of skill groups based on teacher identified need, along with three data points above the student goal. Enrichment groups will also be available for those students who have demonstrated grade level competency in the five areas of reading.