

Board Request: Information on Interventions

A recent presentation to the CDA School Board on assessment performance led to a short equity conversation. That conversation centered on the differences in performance between general District assessment scores and the scores of several specific groups, most noticeably the differences in assessment performance of students from families of poverty and students who have identified special learning needs. Board members asked specifically to know more about the interventions occurring on behalf of struggling students.

The term “intervention” is defined as the act of impacting the outcome or course, condition, or process to prevent harm or improve functioning. (In this case, we would suggest that intervention means those processes and actions taken to improve learning.)

Elementary schools have a list of interventions and classroom accommodations that are an essential element of their MTSS discussions and problem-solving strategies--all designed to assist struggling students. As an example, please consider [this document](#), which supports the MTSS meetings at NExA Elementary.

In addition, below is a summary list from a discussion held among elementary administrators on 1/19/21. In that discussion, administrators listed out interventions commonly used in their buildings.

Condition or Learning Challenge	What Level of action: Individual, Classroom, or School Level?	Strategies for Customization, Personalization, or Differentiation
Reading		
Interventions for children who are struggling with foundational reading skills (example: Phonemic Awareness)	<ul style="list-style-type: none">• Orton Gillingham• Heggerty Series;• LIPS,• LETRS,• Reading Mastery• Mobius (piloting in some classrooms)• Reading Eggs• I-Station lessons• Pals• SeeSaw interventions• Rigby Readers• MobyMax• Lessons in Visualize/Verbalize• “REWARDS”• Dyslexic Font (Use of a Chrome extension	<ul style="list-style-type: none">• The Conferring Time in Readers’ Workshop offers essential one on one time for teachers to work with struggling readers--both individually and in small groups.• Frequency, duration, and group size change are based on individual needs• Conferencing and feedback• “Double or triple dipping” (additional 1:1 or small group)

	on Chromebook) or use Adobe to convert PDFs to dyslexic font <ul style="list-style-type: none"> • Phonics for Reading 	
Math		
Math-Foundational Skills	<ul style="list-style-type: none"> • Hands 2 Mind Intervention • Daily Fluency • Mobius (in some classrooms-piloting) • Math Seeds • Touch Math • iReady intervention lessons • Think Through Math • Front Row Math 	<ul style="list-style-type: none"> • Small group or 1:1 instruction • Conferencing and feedback • Extra Guided Instruction with manipulatives
Social and Emotional (SEL) Needs		
SEL Needs	<ul style="list-style-type: none"> • Student Champions, • Purposeful People, • Small group counseling sessions, • Social worker, • Student problem solving sessions: • Sources of Strength Class Lessons • Heritage Health, Counselor • Individual learning plan • Social Skills Groups w/Counselor • Behavior Interventionist • Student job and service assignments 	<ul style="list-style-type: none"> • Charts for goal setting • Reinforcement systems for certain behaviors • Check in/check out
Sensory Needs	<ul style="list-style-type: none"> • Sensory breaks • Sensory Items available • Sensory Rooms 	
Writing		
Handwriting Interventions	<ul style="list-style-type: none"> • Occupational Therapist • Small Group Writing Practice • Handwriting Without Tears 	
Writing: Spelling	Spellography	Small group and one on one

Grammatical skill, compositional skill, and domain knowledge	Lucy Calkins curriculum	The Conferring Time in Writers' Workshop offers essential one on one time for teachers to work with struggling writers--both individually and in small groups.
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