Title of Best Practice: Intervention Program

School: VLT Academy

District: VLT Academy

Submission Date: May 28, 2013

My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice? _____Yes_____ (Yes or No)

1. How many students did this Evidence-Based Best Practice impact?__755 ___

2. Which component of the identified intervention model does this Evidence-Based Best Practice align? Check any that closely align.

____ Replaced the principal (all models)

____ New evaluation system using student growth as a significant factor (transformation)

____ Use locally-adopted competencies to rehire no more than 50% of staff (turnaround)

____ Identify and reward staff increasing student outcomes (all models)

____ Strategies to recruit, place, retain staff (all models)

_X__ Select and implement instructional model based on student needs (all models)

_X__ Job-embedded professional development (all models)

_X__ Continuous use of data (all models)

_X__ Increased learning time (all models)

____ Social-emotional and community-oriented services and supports for students (all models)

____ On-going mechanism for community and family engagement (transformation)

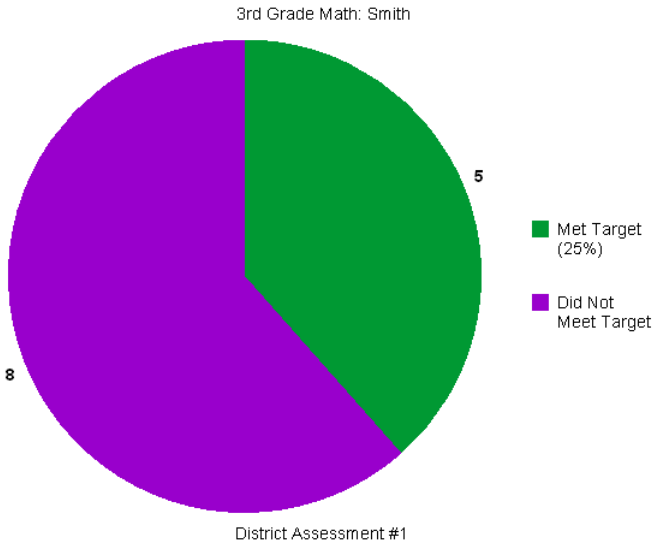
_X__ Operating flexibility (transformation)

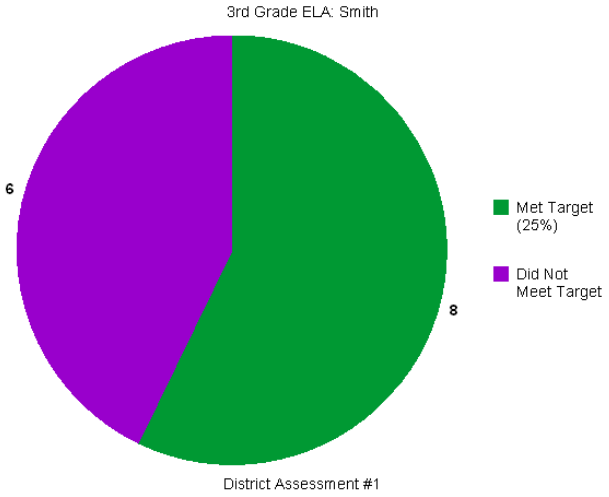
____ New governance structure (turnaround)

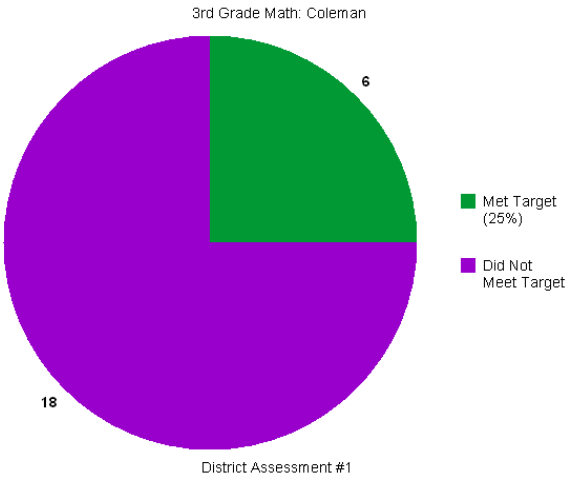
3. Describe the situation before the Evidence-Based Best Practice was implemented. Explain why the improvement was needed. Provide summary of data to illustrate the need.

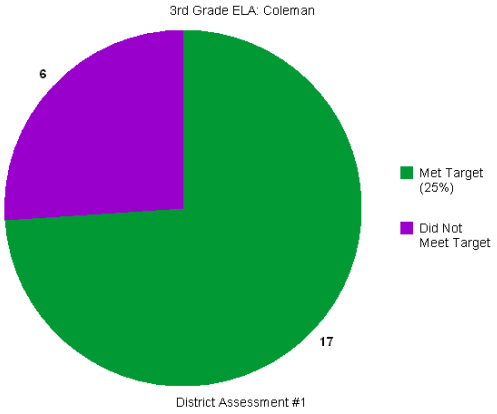
V.L.T. Academy took their first district assessment in September 2012 (Diagnostics, Diebels, Benchmarks, etc.). These results provided baseline data that addressed achievement gaps among students in grades K-12. The BLT and DLT utilized this data to immediately provide students with various interventions to

meet their academic needs. Students were categorized as high, middle, and low students based upon the results from the district assessments. Before the district assessment results were shared with the V.L.T. Academy staff, there was little to no individualized or differentiated instruction (with an exception to students with IEPs). This improvement was needed because the gap between at level, above level and/or below level was growing and the bubble students were falling further and further behind. For instance in math, at the beginning of the year, the class average was 22.06% and falling. (District Assessment #1) In Language Arts it was at 25.24% on the same assessment.

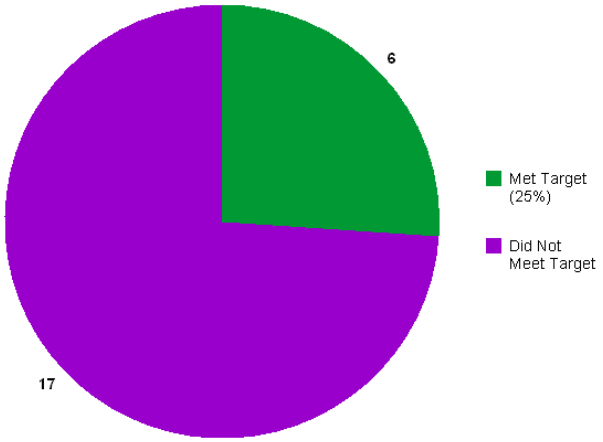






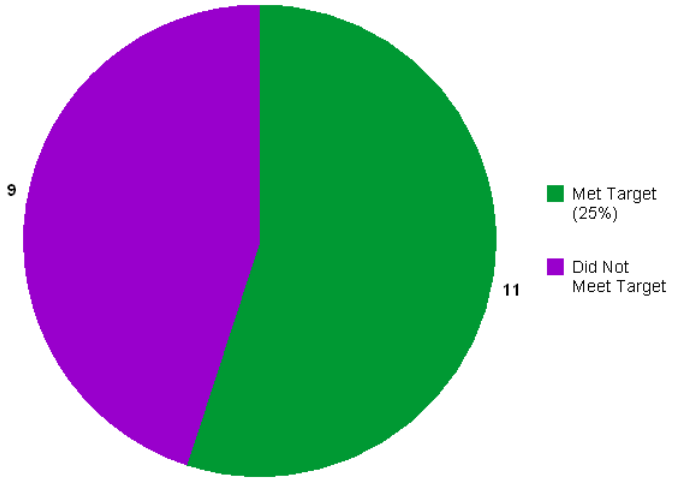


3rd Grade Math: Morgan

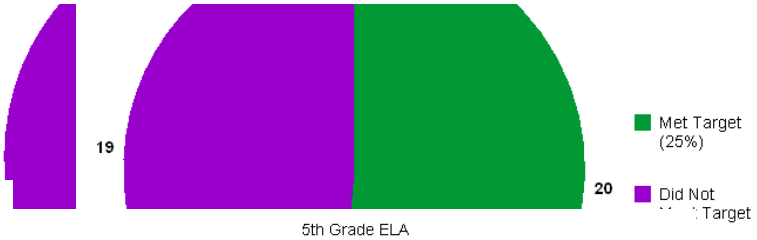


District Assessment #1

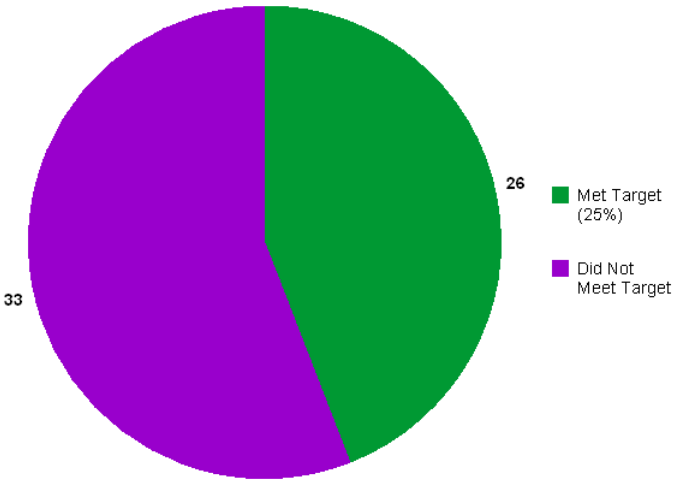
3rd Grade ELA: Morgan



District Assessment #1

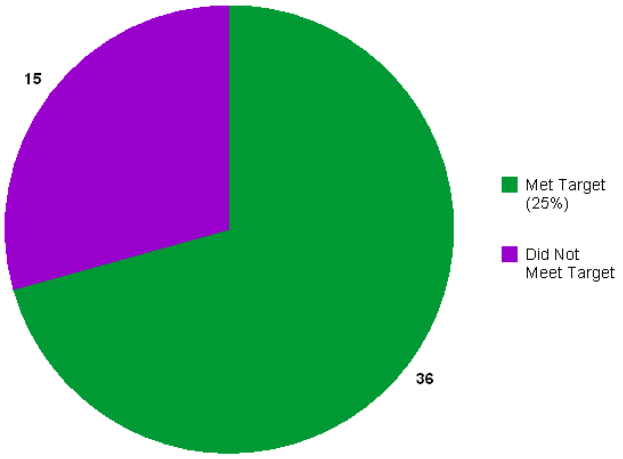


5th Grade Math



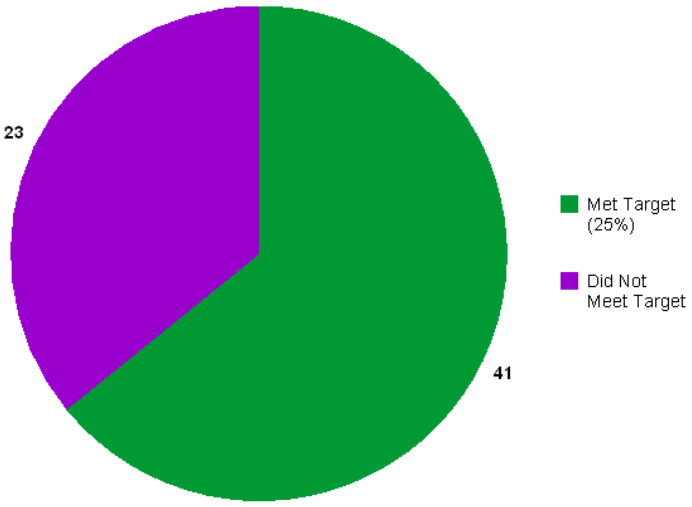
District Assessment #1

5th Grade ELA

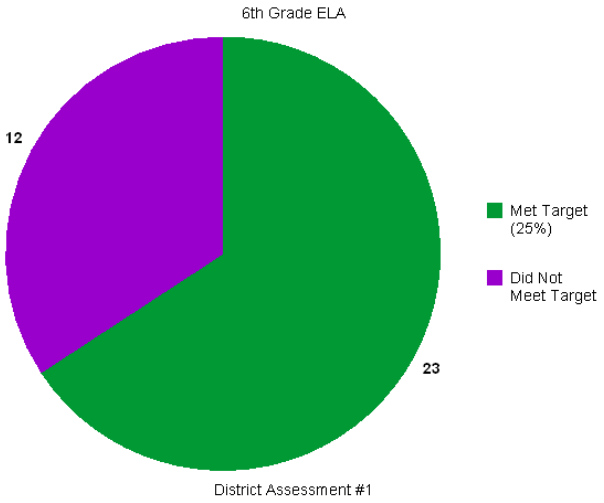


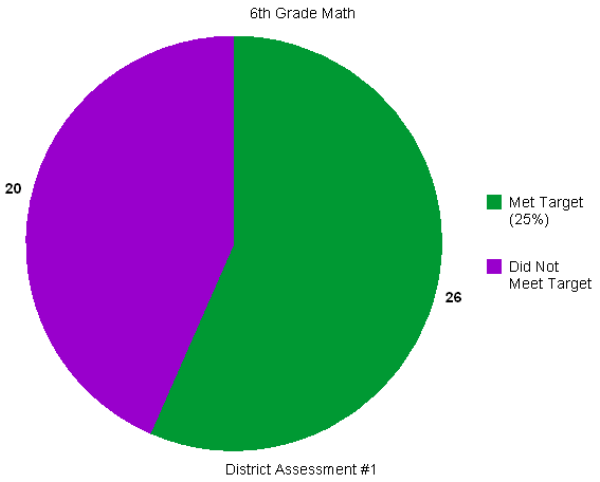
District Assessment #1

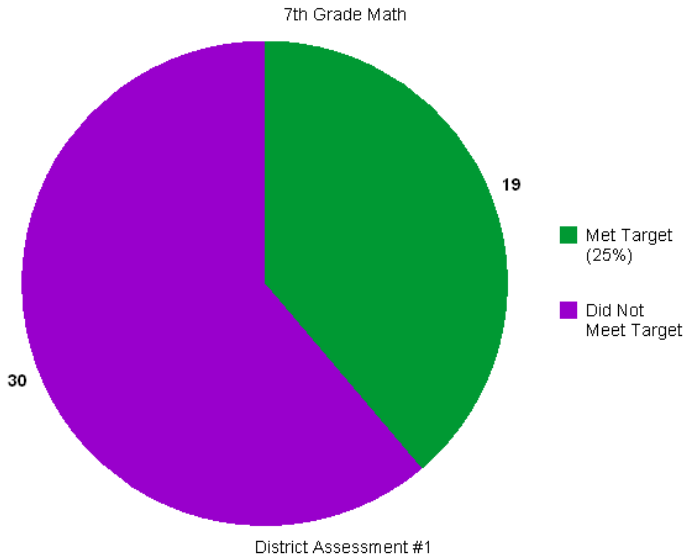
5th Grade Science

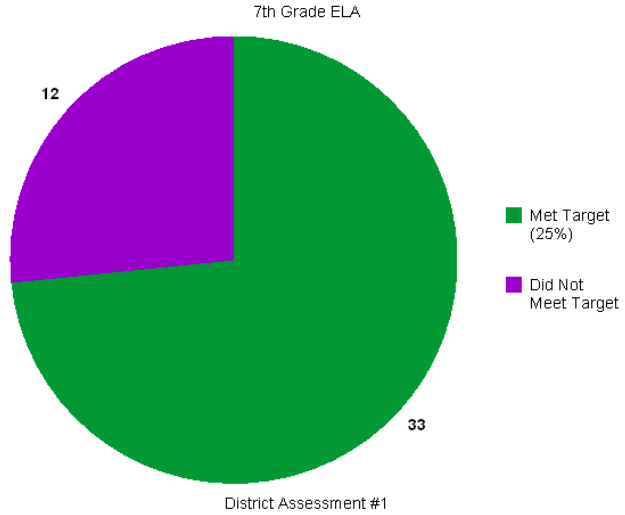


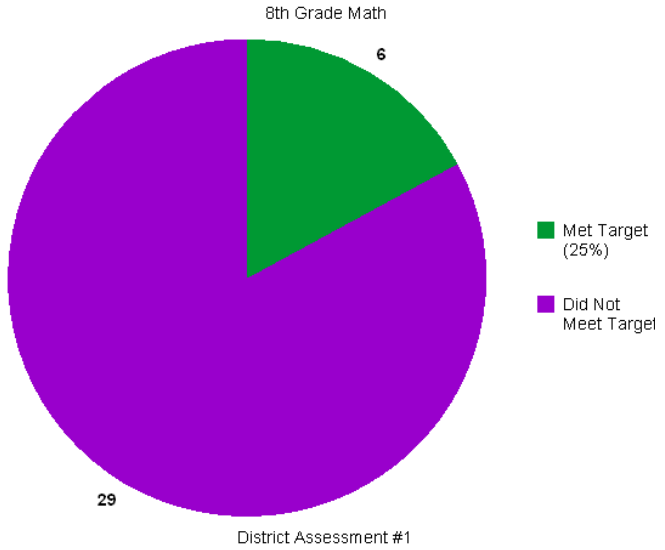
District Assessment #1

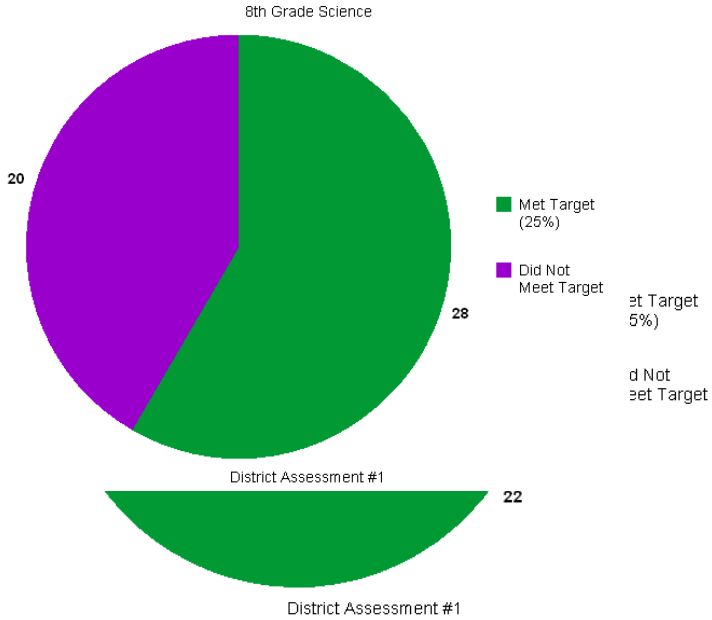

6th Grade ELA
12
23
Met Target (25%)
Did Not Meet Target
District Assessment #1


6th Grade Math
20
26
Met Target (25%)
Did Not Meet Target
District Assessment #1


7th Grade Math
19
30
Met Target (25%)
Did Not Meet Target
District Assessment #1


7th Grade ELA
12
33
Met Target (25%)
Did Not Meet Target
District Assessment #1


8th Grade Math
6
29
Met Target (25%)
Did Not Meet Target
District Assessment #1


8th Grade Science
20
28
Met Target (25%)
Did Not Meet Target
District Assessment #1
22
District Assessment #1

Class	Teacher	No. Tested	No. Advanced (80%)	No. Proficient (60%)	No. Basic (40%)	No. Below basic (20%)	No. far below basic (0%)
Algebra I	Russell	20	0	5	4	11	0
Integrated Math I	Greene	33	1	8	20	5	0
World History	Rose	16	2	5	2	6	1
Integrated Math II	Greene	18	0	5	10	3	0
English IV	Keyes	8	0	5	3	0	0
English III	Keyes	17	0	7	7	3	0
Algebra II	Russell	22	0	3	11	7	1
American History	Stasen	37	0	3	14	18	2
American Government	Rose	17	3	4	3	7	0
Biology	Jones	34	0	4	10	19	1
Geometry	Russell	19	0	0	7	10	2
English II	Gilsdorf/Keyes	29	1	5	14	8	1
Conceptual Physics	Wurz/Jones	55	1	6	17	26	5

Class	Teacher	No. Tested	No. Advanced (80%)	No. Proficient (60%)	No. Basic (40%)	No. Below basic (20%)	No. far below basic (0%)
Integrated Math I	Greene	30	1	2	12	14	1
World History	Rose	17	0	2	6	8	1
Integrated Math II	Greene	16	0	7	5	4	0
English IV	Keyes	8	0	5	3	0	0
English III	Keyes	21	2	7	12	0	0
Algebra II	Russell	20	0	1	1	11	7
American History	Stasen	36	4	12	9	9	2
American Government	Rose	17	2	9	5	1	0
Biology	Jones	36	4	3	16	9	4
Geometry	Russell	19	0	2	11	5	1
English II	Gilsdorf/Keyes	29	0	8	17	4	0
Conceptual Physics	Wurz	36	1	4	13	16	2
Conceptual Physics	Jones	14	0	0	6	7	1

4. Describe the process of implementing the Evidence-Based Best Practice, including a basic timeline of events leading to full implementation, any troubleshooting or course corrections you made, and the evaluation of the Evidence-Based Best Practice.

Once baseline data was collected and desegregated from the first district assessment (September 2012), the DLT and BLT began implementing interventions including: skill grouping, differentiation within the classroom, small group pullouts in and out of the classroom, and intervention before and after-school from grades K-12. The immediate data provided by MAP was and is utilized to continue implementing skill grouping, differentiation, small group pullouts, and intervention before and after school. Our best practice(s) within VLT Academy was innovative intervention programs.

To execute skill grouping, we took the data from the district assessment and divided the students into several different readiness groups. The instructional coaches worked with the classroom teachers and helped implement one group at a time. Students were provided feedback daily on their progress within

these skill groups. Students were provided their scores on the assessments and encouraged to create goals to reach proficiency or higher.

The data below shows gains from the best practice implemented utilizing skill groups: (4th grade Math rose from 22.06% to 42.18% and 4th grade Language arts from 25.24% to 65%

END OF YEAR DATA

Math	Proficiency	
3rd Grade	9.62%	5 of 58
4th Grade	40%	22 of 55
5th Grade	34.48%	20 of 58
6th Grade	46.34%	19 of 41
7th Grade	36.73%	18 of 49
8th Grade	27.78%	10 of 36
Average	32.49%	94 of 297

Written Response	Proficiency	
3rd Grade	25.42%	15 of 59
4th Grade	43.86%	25 of 58
5th Grade	22.58%	14 of 60
6th Grade	36%	13 of 37
7th Grade	26.67%	12 of 44
8th Grade	48.72%	19 of 39
Average	33.88%	

ELA	Proficiency	
3rd Grade	52.24%	32 of 59
4th Grade	84.48%	49 of 58
5th Grade	50%	30 of 60
6th Grade	86.50%	32 of 37
7th Grade	68.18%	30 of 44
8th Grade	87.18%	34 of 39
Average	71.43%	

To implement differentiation in the classroom, professional developments were provided to the K-12 staff educating and showing staff best practices of differentiation. Once the staff was provided the tools

they needed to effectively incorporate differentiation within the classroom, instructional coaches and directors observed, modeled and provided support and feedback to teachers on the effectiveness of their differentiation. In February 2013, V.L.T. Academy also purchased MAP which allowed staff to further implement differentiation within the classroom. This testing software assessed students' mastery and provided teachers best practice resources to utilize when creating differentiated lessons.

To address pullouts, the BLT and DLT used the district assessment/MAP and created a schedule for staff (staff included in pullouts: instructional assistances, instructional coaches, directors, and classroom teachers) to go into the classrooms and either work with the students in the classroom or pull them out for a period of time. The staff member worked with the classroom teacher to address which students needed to be worked with and on which learning objectives.

Intervention before and after-school is offered to students K-12. V.L.T. Academy has provided parents and students an opportunity in grades K-8 to participate in 'extended learning' **to address academic achievement gaps. Their classroom teachers provided students' in grades** 9-12 tutoring before and after-school. We utilized data from the district assessment, MAP, and classroom teachers to tackle gaps with students who participated in the program. Students were provided data talk folders within their intervention programs to illustrate to students, parents, and staff growth within these programs. These folders contained work students had completed over a period of time and their growth from these assignments. The individualized instruction helped students gain confidence in their learning in and outside of the classroom.

2nd Grade Reading	Beginning Year		Mid-Year		End Year		
Student	Score	Category	Score	Category	Score	Category	
	5	I	9	CT	47	CT	*with assistance
	6	I	10	CT	50	CT	
	0	I	8	FA	27	FA	Beg. Year
	0	I	12	CT*	47	CT*	0%: CT
	6	I	11	CT	53	CT	
	1	I	2	I	18	I	Mid-Year:
	3	I	8	FA	43	FA	50%: CT
	0	I	5	I	43	FA	
			9	CT	48	CT	End Year
	0	I	4	I	38	I	59%: CT
	2	I	9	CT	49	CT	
	0	I	8	FA	51	CT	Increased a Category
	2.090909091	I	7.916666667	FA	42.83333333	FA	75%

2nd Grade Math	Beginning Year		Mid-Year		End Year		
Student	Score	Category	Score	Category	Score	Category	
	2	I	5	FA	30	FA	*With assistance
	4	I	8	CT	38	CT	
	1	I			17	I	Beg; Year
	1	I	9	*CT	33	CT*	9.1% CT
	6	CT	9	CT	41	CT	
	1	I	8	CT	33	CT	Mid-Year:
	1	I	7	FA	30	FA	54.55% CT
	1	I	8	CT	35	CT	
			5	FA	33	CT	End Year:
	2	I	6	FA	27	FA	59% CT
	2	I	9	CT	35	CT	
	2	I	3	I	28	FA	Increased a Category
	2.090909091	I	7	FA	31.66666667	FA	83.33%

2nd Grade Reading	Beginning Year		Mid-Year		End Year		
Student	Score	Category	Score	Category	Score	Category	
	5	I	9	CT	47	CT	*with assistance
	6	I	10	CT	50	CT	
	0	I	8	FA	27	FA	Beg. Year
	0	I	12	CT*	47	CT*	0%: CT
	6	I	11	CT	53	CT	
	1	I	2	I	18	I	Mid-Year:
	3	I	8	FA	43	FA	50%: CT
	0	I	5	I	43	FA	
			9	CT	48	CT	End Year
	0	I	4	I	38	I	59%: CT
	2	I	9	CT	49	CT	
	0	I	8	FA	51	CT	Increased a Category
	2.090909091	I	7.916666667	FA	42.83333333	FA	75%

2nd Grade Math	Beginning Year		Mid-Year		End Year		
Student	Score	Category	Score	Category	Score	Category	
	2	I	5	FA	30	FA	*With assistance
	4	I	8	CT	38	CT	
	1	I			17	I	Beg; Year
	1	I	9	*CT	33	CT*	9.1% CT

6	CT	9	CT	41	CT	
1	I	8	CT	33	CT	Mid-Year:
1	I	7	FA	30	FA	54.55% CT
1	I	8	CT	35	CT	
		5	FA	33	CT	End Year:
2	I	6	FA	27	FA	59% CT
2	I	9	CT	35	CT	
2	I	3	I	28	FA	Increased a Category
2.090909091	I	7	FA	31.66666667	FA	83.33%

3rd Grade ELA	Beginning Year	Mid-Year		End Year	
Student	Score	Score	Gain	Score	Overall Gain
	79.59%	92%	12.41%	93%	13.41%
	59.13%	69%	9.87%	78%	18.87%
	71%	77%	6%	81%	10%
	33%	86%	53%	72%	39%
	28.57%	31%	2.43%	38%	9.43%
	54.26%	71%	16.74%	72%	18.14%

3rd Grade Math	Beginning Year	Mid-Year		End Year	
Student	Score	Score	Gain	Score	Overall Gain
	38.46%	69%	30.54%	65%	26.54%
	28.03%			57%	28.97%
	3.85%	69%	65.15%	71%	67.15%
	34.62%	54%	19.38%	63%	28.38%
	17.31%	31%	13.69%	42%	24.69%
	24.45%	56%	31.55%	60%	35.15%

4th Grade ELA	Beginning Year	Mid-Year		End Year	
Student		Score	Gain	Score	Overall Gain
	27%	56%	29%	58%	31%
	34.21%	89%	54.79%	92%	57.79%
	28%	33%	5%	43%	15%
	42.11%	44%	1.89%	58%	15.89%

	33%	56%	23%	63%	30%

4th Grade Math	Beginning Year	Mid-Year		End Year	
Student		Score	Gain	Score	Overall Gain
	26.92%	50%	23.08%	47%	20.08%
	19.23%	80%	60.77%	91%	71.77%
	15.38%			47%	31.62%
	9.62%	70%	60.38%	71%	61.38%
	17.79%	67%	49.22%	64%	46.21%

5th Grade ELA	Beginning Year	Mid-Year		End Year	
Student	Score	Score	Gain	Score	Overall Gain
	52%	70%	18%	72%	20%
	20%	70%	50%	76%	56%
	36%	70%	34%	74%	38%

5th Grade Math	Beginning Year	Mid-Year		End Year	
Student	Score	Score	Gain	Score	Overall Gain
	25%	62%	37%	71%	46%
	28.85%	100%	71.15%	98%	69.15%
	27%	81%	54%	85%	58%

6th Grade ELA	Beginning Year	Mid-Year		End Year	
Student	Score	Score		Score	Overall Gain
	30.61%	86%	55.39%	88%	57.39%
	40.82%	71%	30.18%	73%	32.18%
	28.57%	21%	-7.57%	29%	0.43%
	33.33%	59%	25.67%	63%	30.00%

6th Grade Math	Beginning Year	Mid-Year		End Year	
Student	Score	Score	Gain	Score	Overall Gain
	30%	75%	45%	77%	47%
	30%	60%	30%	77%	47%
	8%	69%	61%	54%	46%
	23%	68.00%	45%	69%	47%

8th Grade ELA	Beginning Year	Mid-Year	
Student	Score	Score	Gain
	61%	84%	23%

8th Grade Math	Beginning Year	Mid-Year	
Student	Score	Score	Gain
	19.57%	53%	33.43%

***Rides Bus Now… Last Day
3/2013

5. Share the data indicating that this Evidence-Based Best Practice has increased achievement, increased attendance, reduced discipline incidents, or increased graduation rate.

   See data above

6. Briefly explain how this Evidence-Based Best Practice will be sustained once SIG funding is no longer available.

The BLT and DLT are taking a proactive approach to sustaining the evidence-based best practice of providing quality student intervention programs. The following efforts have been or are being implemented to sustain the program:

- Comprehensive Program Design –
- Scheduling – The leadership team is reviewing the current intervention schedules and designing a schedule to operate successfully in the upcoming year. The schedule will accommodate intervention programs before school, after school, during the school day and on Saturdays. The schedule will also outline the personnel who will provide intervention services during the designated times.
- Data Assessment Schedule - The BLT and curriculum team will work with the intervention teams to collect, analyze and report the data from intervention efforts and use results to make necessary adjustments to the curriculum and instruction in general and to enhance the intervention programs.
- Funding/Resources - Funds have been secured to continue the current intervention programs and to enhance the offerings for intervention.
- Intervention products – The school has purchased the E2020 online learning program to assist with college and career readiness, credit recovery and individual instruction. The school will continue to use Studyisland.com to assist with test preparation and academic skills enrichment.
- Professional Development/Training - The BLT will ensure that there is ongoing, job-embedded professional development provided to staff regarding
    - effective instructional implementation during intervention programs.
    - collecting data from students enrolled in the intervention program

- the effective use of data – reporting schedule, adjusting instructional plan, developing success plan for students in the program
- communication to parents and stakeholders regarding progress of the intervention

7. Briefly share any lessons learned and/or advice to other schools wishing to implement this Evidence-Based Best Practice.

   Using data and incorporating intervention in and outside the classroom requires thorough planning. It takes time, practice, patience, and collaboration. Most importantly, it takes Consistency, Clarity and Commitment. There should be a concrete message with expectations, communication and learning goals/targets. The message is conveyed with all stakeholders. Everyone speaks the same language including: Board of Education, Administrators, Faculty/staff, students, parents and community members. Educators that have made a commitment play a critical role in keeping students inspired and on track to receive a high school diploma and go to college. While all kids have the potential to succeed and make this happen, not all kids have the opportunities, environments or support systems to get there. When our focus and message on education is designed to contribute to closing this gap, students learn and achieve on levels they might not have seen as being possible. Implementing research based strategies and ideas, makes learning fun, keeps students engaged and provides a positive outlook on education. These strategies have helped transform classrooms at VLT Academy. The hard work definitely pays off when the students are learning and achieving on levels they did not see as being possible.