Intervention Evolution:

A Riverside Story

Mrs. Ellie Johnson, Intervention Specialist
Ms. Margo Shipp, Literacy Specialist

Riverside Local Schools

Logan County Ohio

2096 County Road 24 S.

DeGraff, Ohio

(937)585-5981

Principal: Bryce Hodge

A Brief History of Interventions

2017/18: Interventions pushed into the regular classroom, but often students were taken away from Core Reading Instruction. Intervention times were set up by IS and Title.

2018/19: Interventions pushed into the regular classroom. Students were not taken away from Core Reading Instruction. Intervention times were set up by IS and Title.

2019-20: 20 minutes per classroom set by IS and Title.

2020/21: Kindergarten through second grade 50 minutes, 3rd grade 45 minutes, 4th-6th grade 35-40 minutes. All students on IEPs were put in one classroom at each grade level.

A Brief History of Interventions

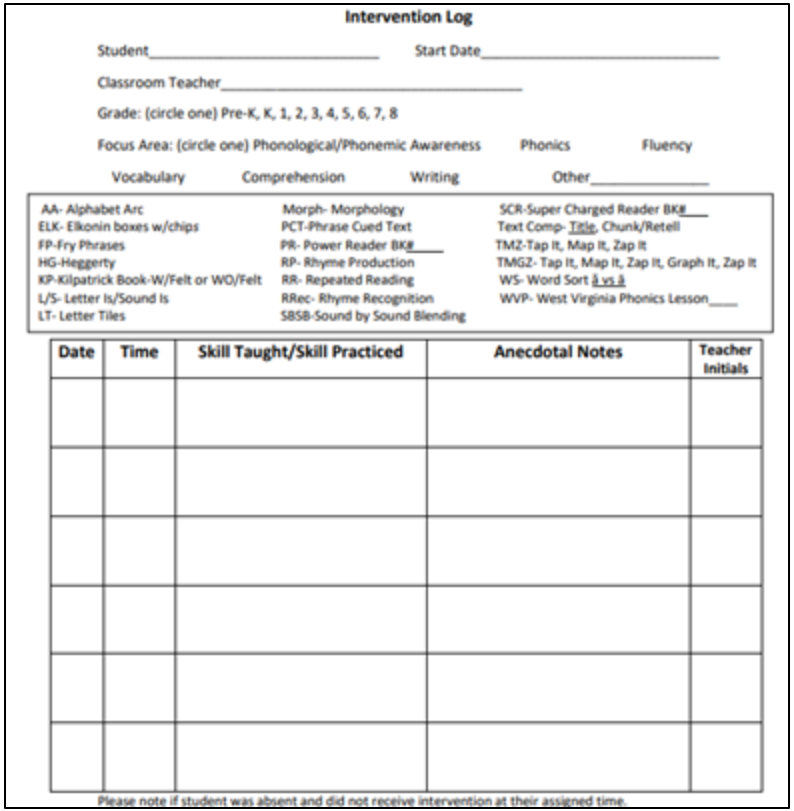
2021/22: Pre-K 30 minutes, Kindergarten through second grade 50 minutes, 3rd grade 45 minutes, 4th-6th grade 35-40 minutes. All interventionists combined students from both classrooms. Every child received intervention. Classroom teachers provided intervention to on level students. Related Arts took top students.

2022/23: Pre-K 30 minutes, Kindergarten through second grade 50 minutes, 3rd grade 45 minutes, 4th-6th grade 35-40 minutes. All interventionists combined students from both classrooms. Every child received intervention. Classroom teachers provided intervention to on level students. Related Arts took top 25% of students at each grade level. Non-negotiables implemented.

Intervention Non-Negotiables

- **ALL** students receive intervention.
- Every teacher must have a designated area for interventions to take place. You can use a table or desks to do this. Teacher and student(s) should all have a chair to use.
- Whenever possible, work with small groups instead of one-on-one. This will optimize the number of students who receive the same intervention instruction.
- Limit computer time to no more than 15 minutes for each child.
- For students to receive intervention from Related Arts teachers they must be in the top 25% of your students on Acadience results *Composite* score at the BOY benchmark with no subscore below green. Any students to qualify to move into that group throughout the school year will need to be reviewed by the Multidisciplinary Grade Level Team (TBT).
- Reading interventions in first through sixth grade will have an oral reading component and comprehension questions daily.
- If you are using a program with your students, please follow it with fidelity. If you finish the lesson early, you can add on with other activities.
- Remember, intervention time is a gift that allows students to receive extra instruction. Use the time wisely! If you end your group early, pull others up to read or do an activity.

Intervention Logs



Intervention Log

Student_____ Start Date_____

Classroom Teacher_____

Grade: (circle one) Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8

Focus Area: (circle one) Phonological/Phonemic Awareness Phonics Fluency

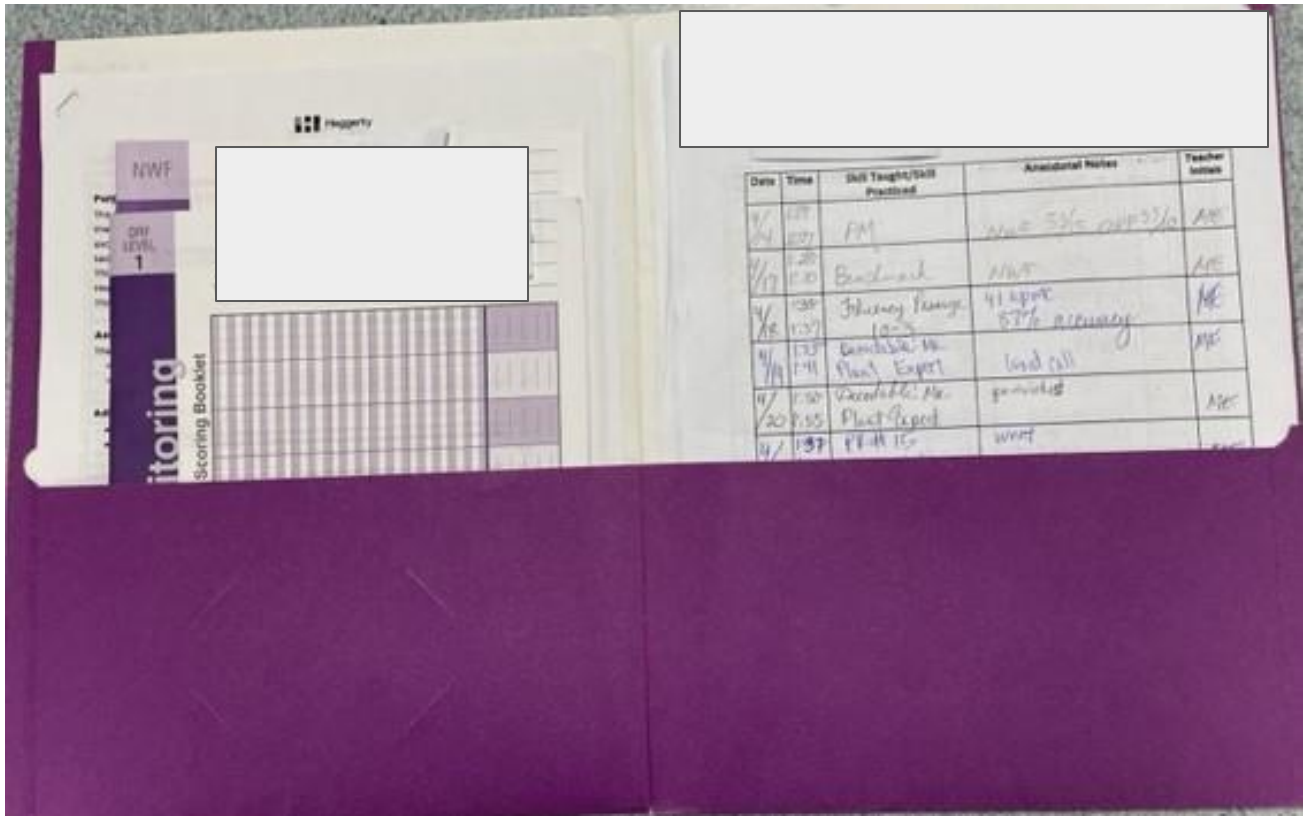
Vocabulary Comprehension Writing Other_____

AA- Alphabet Arc	Morph- Morphology	SCR-Super Charged Reader BK#___
ELK- Elkonin boxes w/chips	PCT-Phrase Cued Text	Text Comp- Title, Chunk/Retell
FP-Fry Phrases	PR- Power Reader BK#____	TMZ-Tap It, Map It, Zap It
HG-Heggerty	RP- Rhyme Production	TMGZ- Tap It, Map It, Zap It, Graph It, Zap It
KP-Kilpatrick Book-W/Felt or WO/Felt	RR- Repeated Reading	WS- Word Sort ă vs ā
L/S- Letter Is/Sound Is	RRec- Rhyme Recognition	WVP- West Virginia Phonics Lesson____
LT- Letter Tiles	SBSB-Sound by Sound Blending	

Date	Time	Skill Taught/Skill Practiced	Anecdotal Notes	Teacher Initials

Please note if student was absent and did not receive intervention at their assigned time.

Intervention Folders



Assessments

Acadience K-6

PELI Pre-School

https://acadiencelearning.org/

Benchmark 3 times per year

Progress Monitoring:

- Yellow: 1 time per month
- Red: 2 times per month

Goal Setting

Acadience Goals for 2022-23

First Grade

ELA

Sub Test	BOY	MOY Goal	MOY Results	EOY Goal	EOY Results
NWF WWR	At/Above **59%** Below **41%**	At/Above **70%** Below **30%**	At/Above **94%** Below **6%**	At/Above **98%** Below **2%**	At/Above Below
ORF WC	At/Above Below	At/Above Below	At/Above **56%** Below **45%**	At/Above **70%** Below **30%**	At/Above Below
ORF Acc	At/Above Below	At/Above Below	At/Above **53%** Below **47%**	At/Above **65%** Below **35%**	At/Above Below
	At/Above Below	At/Above Below	At/Above Below	At/Above Below	At/Above Below

Planning for Interventions

Phonics & Word Reading Survey

Purpose: It is a tool for identifying which correspondences and patterns the student has learned, and which ones the student needs to be taught.

Paulson, L. H., & Moats, L. C. (2018). Unit 3. In *LETRS for Early Childhood Educators* (3rd ed.). essay, Sopris West Educational Services.

Planning for Interventions

Spelling Screener

Purpose: The words used in the screener assess the student's ability to spell regular phoneme-grapheme correspondences and orthographic patterns in their gradeband (K-2, 3+).

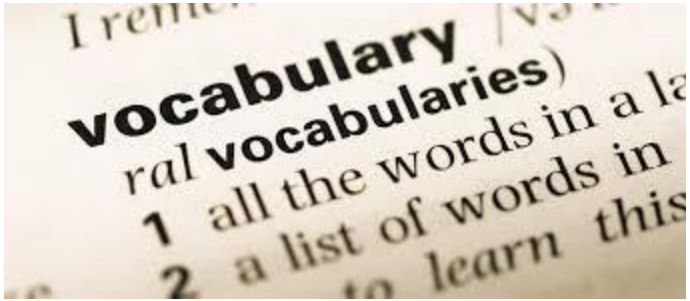
Paulson, L. H., & Moats, L. C. (2019). Unit 4. In *LETRS for Early Childhood Educators* (3rd ed.). essay, Sopris West Educational Services.

Planning for Interventions, cont.

Vocabulary Screener

Grades 1-8

Purpose: This measures how well students understand their grade level vocabulary after reading silently. It does not assess comprehension because there is no passage reading, and there is no context provided for the words to help understand the meaning of the word.



Diamond, L., & Thorsnes, B. J. (2018). *Assessing reading: Multiple measures*. Arena Press.

Planning for Interventions, cont.

1. Complete grade level benchmark assessments.
2. Complete assessments and screeners.
3. Analyze results with the teacher based team (TBT).
4. Group students into small groups based off of results.
5. Develop a lesson schedule.

Children's Literacy Initiative. (2014). *Data Driven Instruction*. What is Data Driven Instruction? Retrieved April 24, 2023, from https://cli.org/2015/04/02/what-is-data-driven-instruction/.

Implementing Interventions

Group A (6 students, 20 minutes), Ideal: (4 students)

Group B (9 students, 20 minutes), Ideal: (4 students)

M: Fluency & Syllabication Strategies

T: Comprehension Strategies

W: Comprehension Strategies

TH: Fluency & Syllabication Strategies

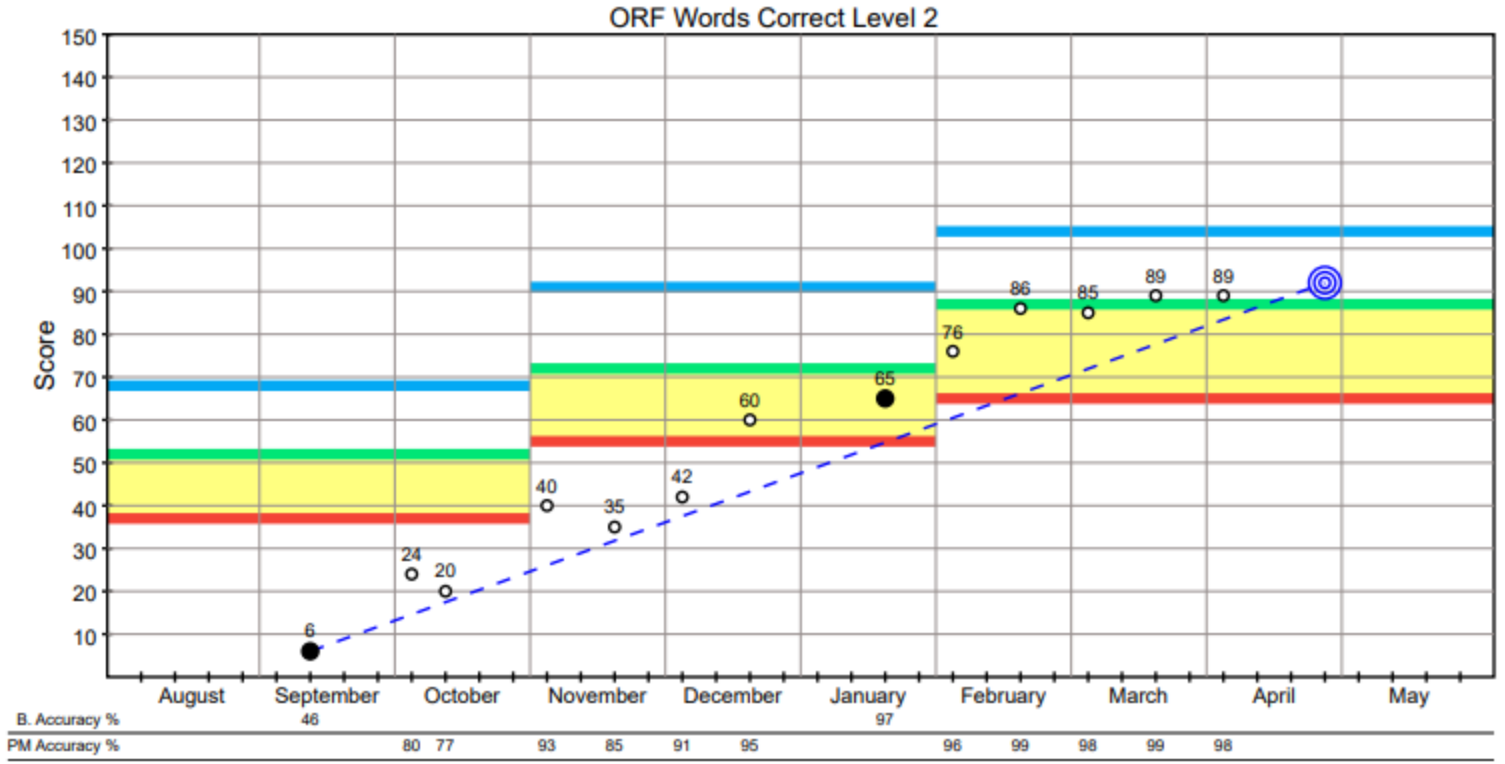
F: Writing

Levy, E. (2021). Helping Your Kids Build Strong Reading and Writing Skills. New York Family.

Retrieved April 24, 2023, fromhttps://www.newyorkfamily.com/helping-build-kids-reading-writing-skills/.

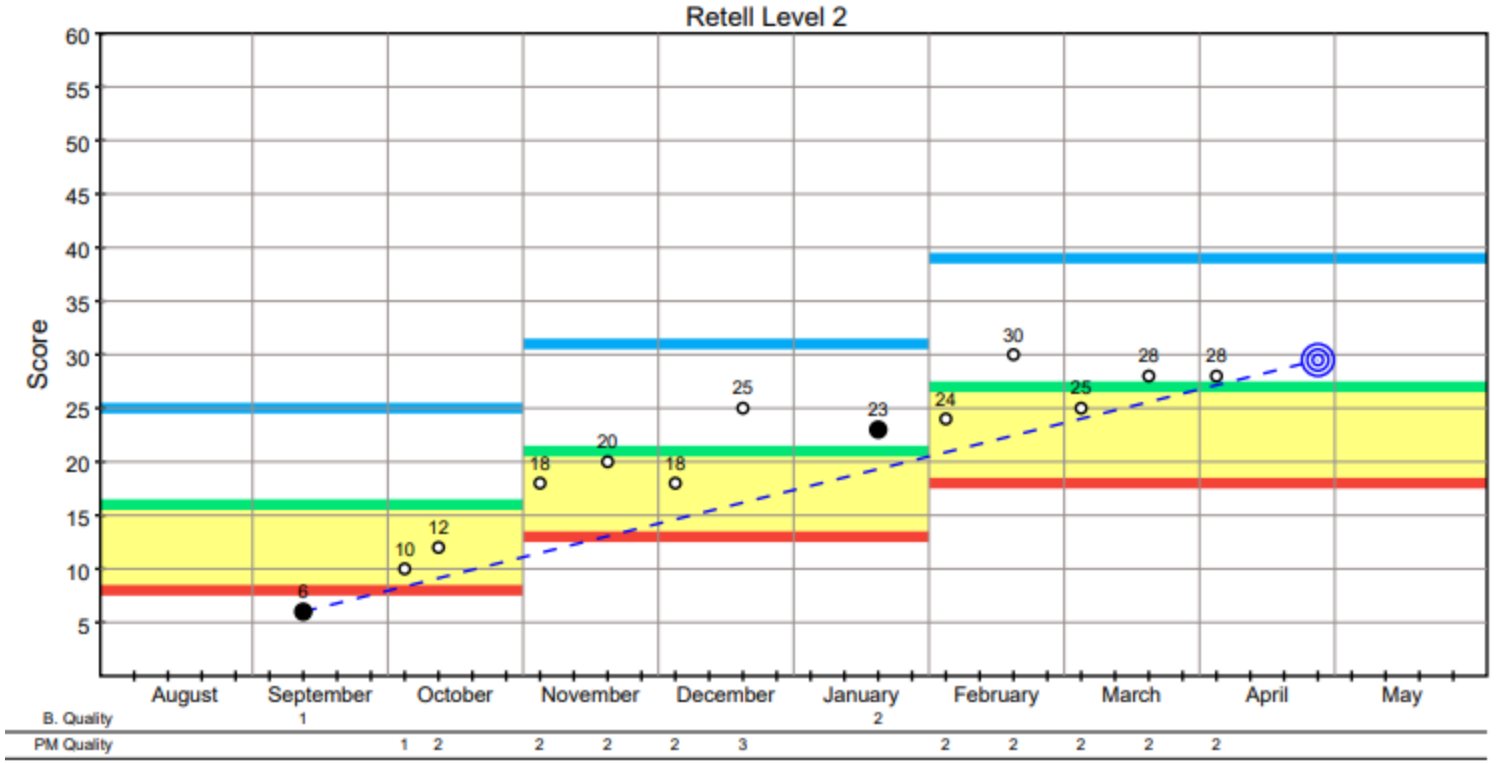
Lesson Demonstration

Results



Acadience Data Management https://acadiencelearning.net/

Results, cont.



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Results 6th Grade

Class 1

Middle of Year

ORF Words Correct	ORF Acc.	ORF Retell	ORF Retell Quality	Maze Adj. Score	RCS
121	100%	52	4	26	449
124	100%	30	3	29	420
150	100%	55	4	34	516
175	99%	39	3	40	525
112	98%	29	2	23	366
119	100%	35	3	45	489
136	100%	65	4	34	522
118	99%	32	3	27	402
134	100%	30	3	38	466
149	99%	42	4	28	457
124	100%	31	3	28	418
118	99%	25	2	27	388
146	99%	52	4	33	494
135	100%	35	3	27	433
165	99%	38	3	50	553
217	100%	46	4	50	629
184	100%	46	4	38	548
167	99%	41	4	37	509
109	97%	29	2	19	358
144.1	99.5%	40.2	3.3	34.1	476.9

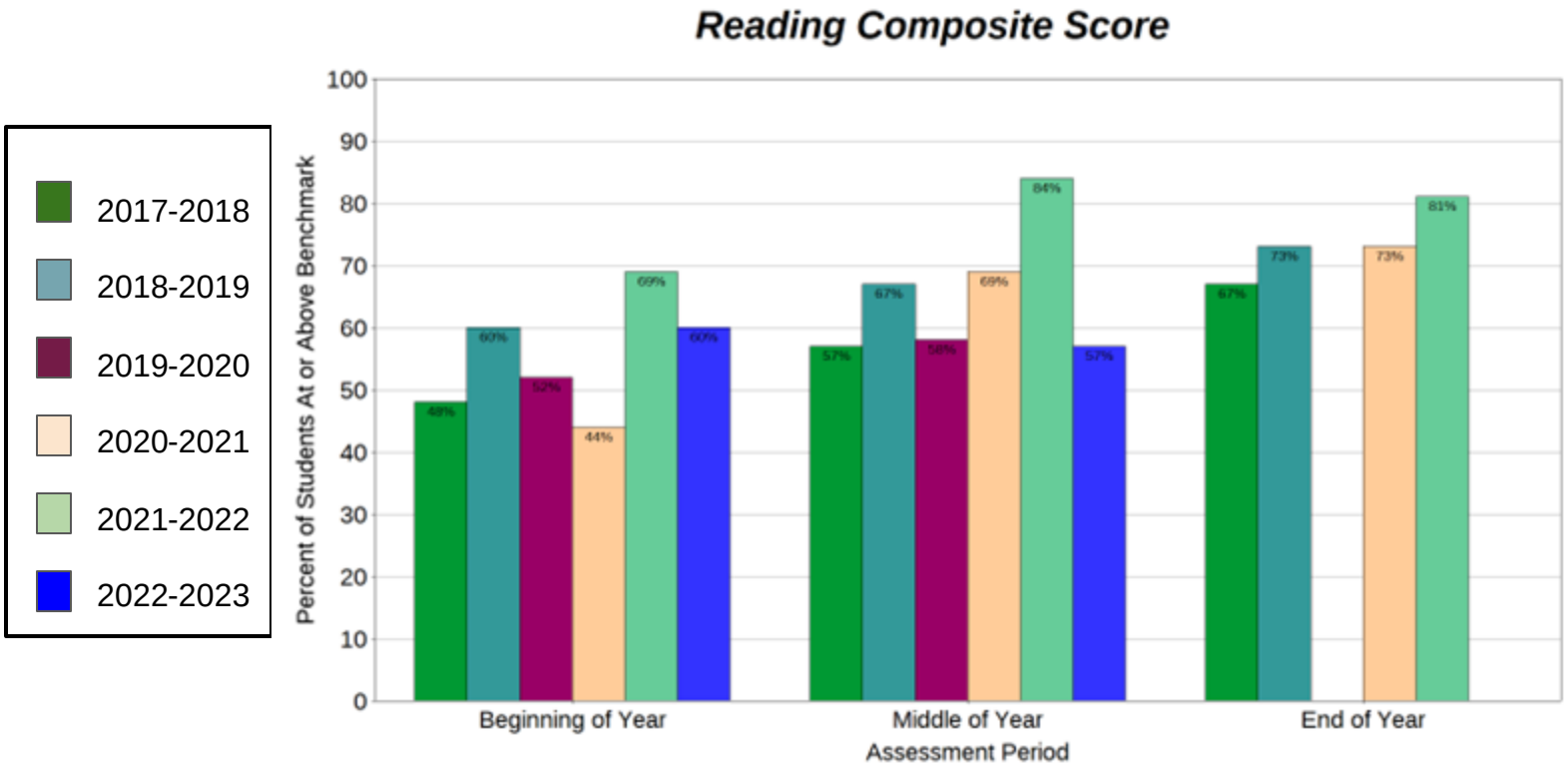
3/34 or 8% are in interventions. 2 of these students are on IEPs.

Class 2

Middle of Year

ORF Words Correct	ORF Acc.	ORF Retell	ORF Retell Quality	Maze Adj. Score	RCS
107	99%	22	2	36	407
81	93%	19	1	19	259
109	100%	25	2	21	363
175	99%	42	4	36	515
117	100%	42	4	31	445
160	99%	37	4	34	482
44	92%	21	2	3	154
133	99%	40	4	24	421
119	100%	26	2	29	407
207	100%	43	4	33	545
126	100%	32	3	25	410
181	100%	48	4	44	573
57	97%	23	2	10	239
136	99%	31	3	46	494
139	99%	37	3	32	453
144	99%	39	4	33	466
109	97%	29	2	19	358
127.2	98.4%	32.9	3	28.5	414.6

Results: Kindergarten



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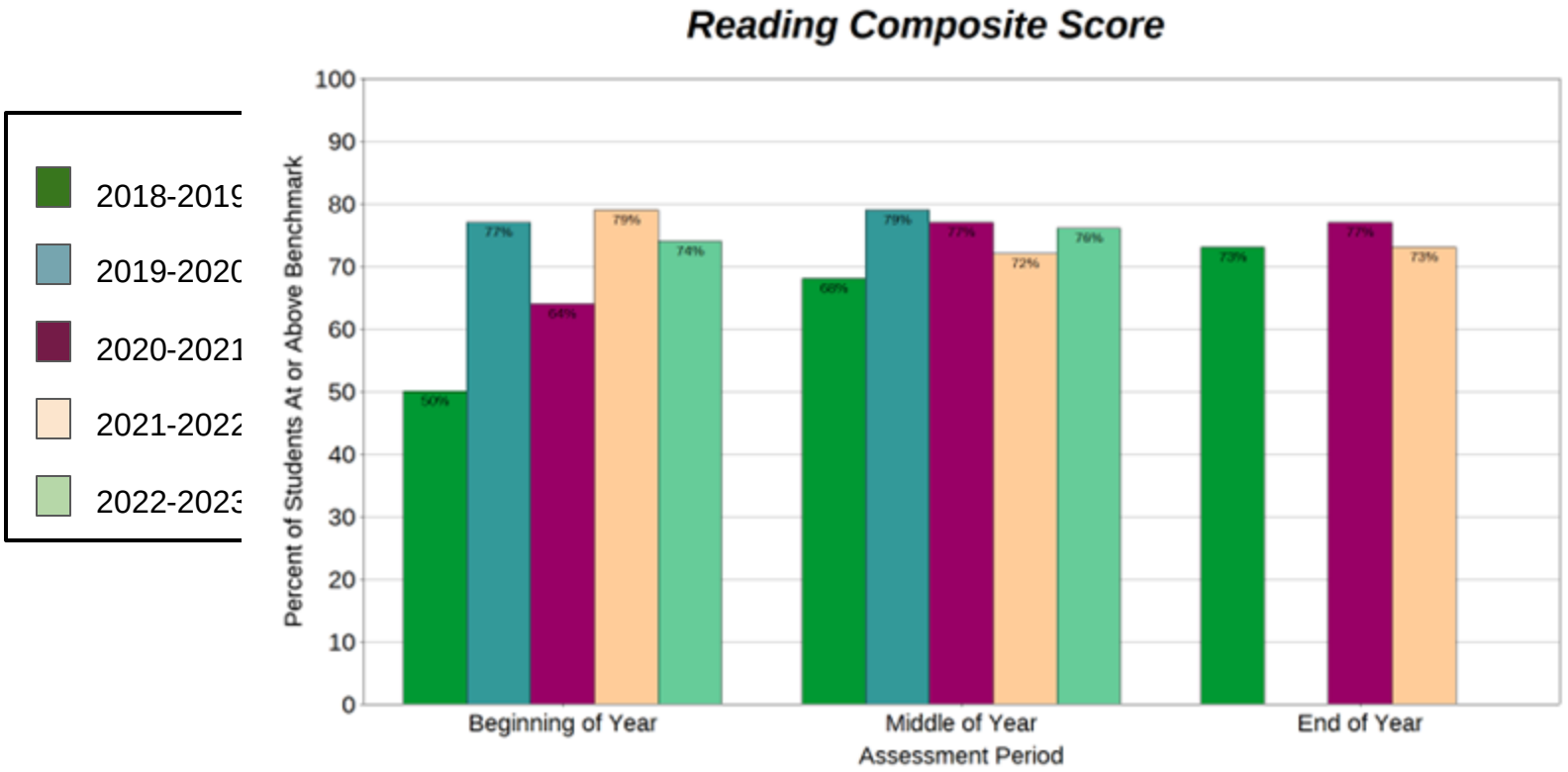
Results: 4th Grade



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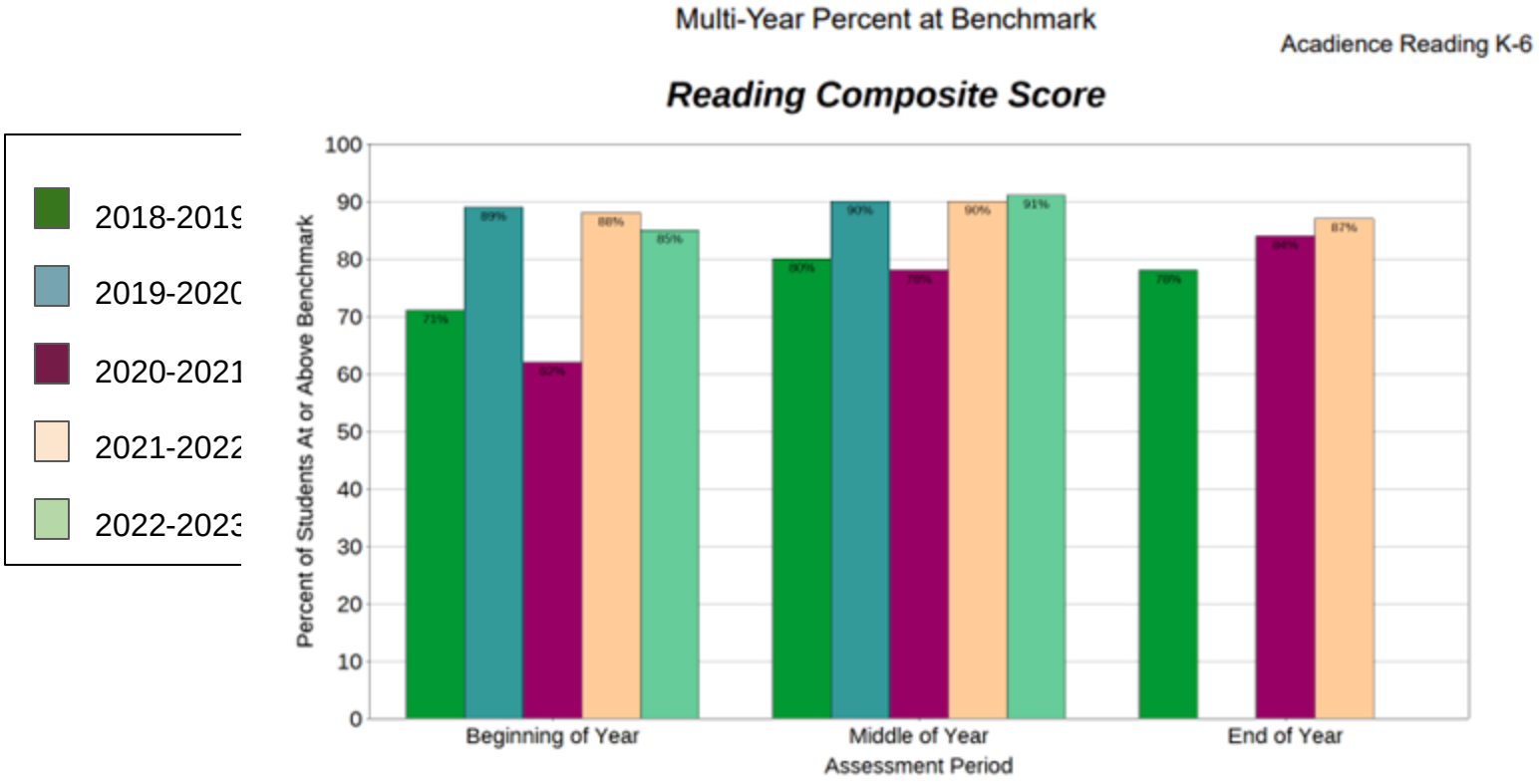
Results: 6th Grade



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QUESTIONS

Ellie Johnson: ejohnson@rlspirates.org
Margo Shipp: mshipp@rlspirates.org