

Intervention at PVMS



Ben Schade, Director of Pupil Services
Wendy Tisch, Principal
Kris Mucci, Literacy Coach
Jenn Spencer, Sixth Grade ELA Teacher
Tracy Cleland, Junior High ELA Teacher



District Information

Rural community in Northeast Ohio- Covers 150 square miles

Centralized Campus

Middle School- Grades 5-8

Population: 340 Students

Economically disadvantaged:
59.6%

Students with disabilities: 13.8%

School Districts in Ohio



Development of a Literacy Team

2020-2021

- **Why?** Received CLSD Award. Reflection on ELA data from STAR and OSTs
- **Who?** Building Principal
A few ELA teachers
- **Tasks?** Started with R-TFI with the Literacy Team
Started thinking about Decision Rules

2021-2024

- **Why?** Build and sustain literacy achievement
- **Who?** Principal
Literacy Coach
ELA Teachers
Intervention Specialists
- **Tasks?** Follows Building Decision Rules
Completes R-TFI
Creates Intervention and Enrichment Groups
Progress Monitoring of Students
Meets at least twice during the 9-weeks to discuss student progress and to make group changes
Monthly Professional Development

Schedule

Then

Eight periods (42 minutes periods) with a longer homeroom

- ELA 2 periods- interventions occurred during instructional time
- Math
- Science
- Social Studies
- Art/Computer/PE/Independent Living
- Lunch
- Music/Choir/Band/Study Hall

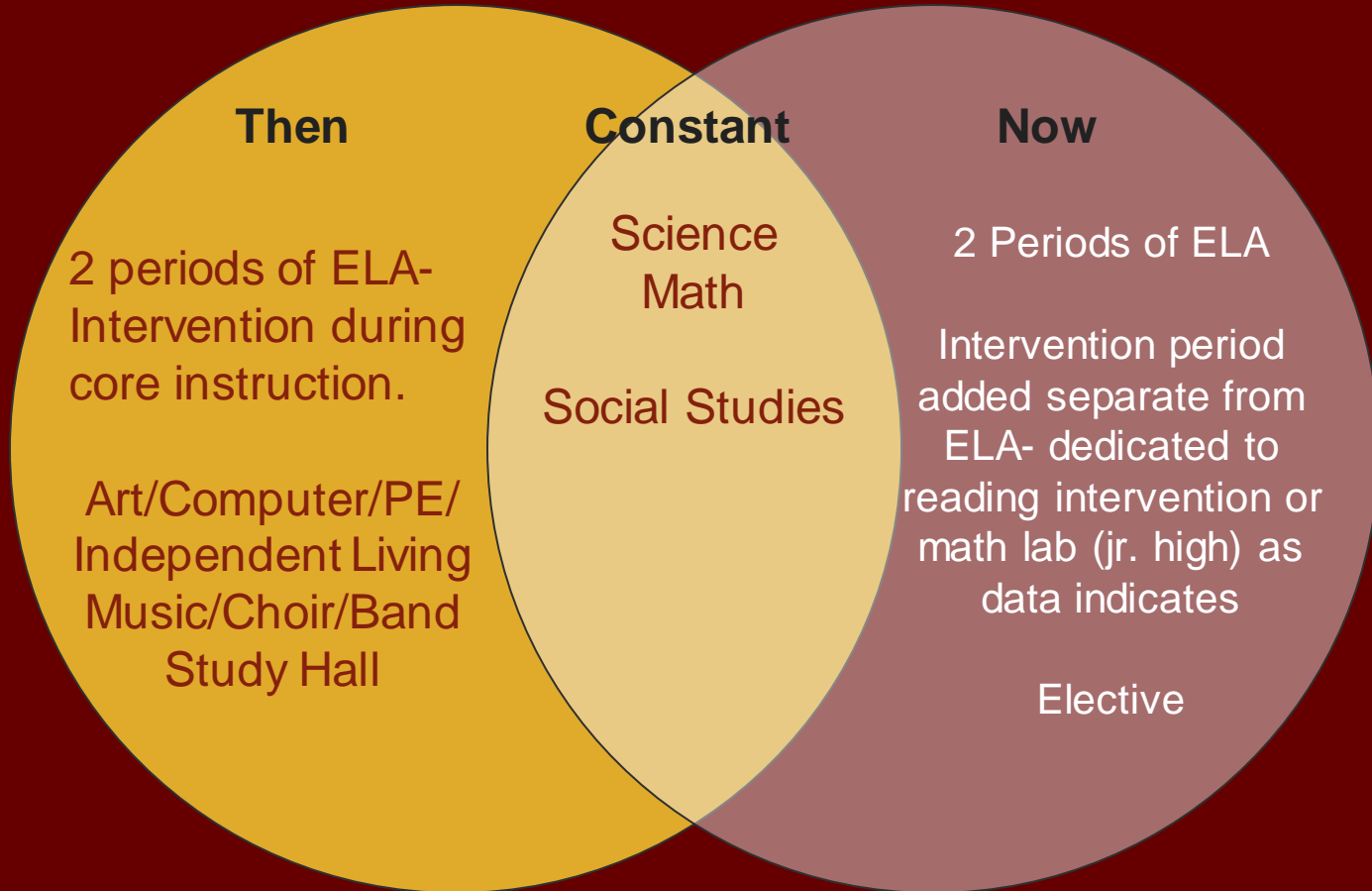
Now

Nine Periods (42 minutes periods)

- 2 periods ELA (86 minutes)
- 2 periods Math (86 minutes)
- Science
- Social Studies
- Lunch (30 minutes)
- Elective
- Intervention/Enrichment period added

- Teacher Schedule

Schedule



Decision Rules

PVMS Decision Framework

Then	Now
<ul style="list-style-type: none">● No decision rules until the literacy team was formed	<ul style="list-style-type: none">● Fluid/Ever changing document● Flexible
<ul style="list-style-type: none">● Developed by looking at samples from other districts	<ul style="list-style-type: none">● Common Language
<ul style="list-style-type: none">● Not sure what interventions to put in place● Not sure how to utilize the decision rules	<ul style="list-style-type: none">● Automate the use of decision rules and fluidity of groupings
<ul style="list-style-type: none">● Intervention was an ELA/SPED issue	<ul style="list-style-type: none">● Making ELA a priority

Intervention

Then

Now

<ul style="list-style-type: none"> ● General intervention(Interventions not based on specific deficits or SOR) 	<ul style="list-style-type: none"> ● Focused Intervention based on SOR
<ul style="list-style-type: none"> ● No specific student data, except reading level (Fountas and Pinnell Benchmark) 	<ul style="list-style-type: none"> ● Use of data STAR, AIR, mClass, Acadience, Phonics Screener
<ul style="list-style-type: none"> ● LLI, Guided Reading, Reading A-Z Phonics books, Novel studies, Leveled text 	<ul style="list-style-type: none"> ● Rewards, 95%, Secondary Rewards, Fluency, CKLA toolkit, comprehension
<ul style="list-style-type: none"> ● Tutors and Intervention Specialist pulled during the ELA block 	<ul style="list-style-type: none"> ● Teachers, tutors, Intervention specialists, gifted teacher and literacy coach providing intervention during dedicated intervention/enrichment time
<ul style="list-style-type: none"> ● Progress monitoring for students with IEPs 	<ul style="list-style-type: none"> ● Data binder ● Very flexible with frequent progress monitoring
<ul style="list-style-type: none"> ● No unified core curriculum (Tier 1) 	<ul style="list-style-type: none"> ● Adopted core curriculum (Tier 1)

Intervention Videos

The videos in this presentation are exclusively for presentation purposes, with restricted access for participants to ensure privacy for the district, teachers and students.

Rewards



Fluency



Word Chains



Phonemic Awareness Substitution



Word Sort



Using Intervention Data with Students

Student Goal: By the end of the 9 weeks, I will increase my reading fluency to the point where I am reading at or above grade level and can move out of intervention. I will track my improvement through progress monitoring.



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