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PS 247K
New York City College Partnership Elementary School

Models for Intervention
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Implementation Responsibilities

- **Accountability, Accountability, ACCOUNTABILITY!!!** (Students, Teachers and Administrators)
- Ownership (Getting Teacher Buy-In)
- Professional Growth (Getting better at what we do).

**THE PLAN** – Data – Interpretation – Plan – Action – Results
Plan to Increase Student Achievement

- To identify our at risk population of students in jeopardy of not meeting their goals
  - Lowest one-third school-wide and sub-groups (ELL’s and SWD)
  - Results of previous years Performance on the NYS Assessments in both ELA and Math
  - Administer and analyze baseline and on-going assessments in both ELA and Math
  - Teacher input around soft data

- Programming of Interventions during school, after school and Saturdays

- Allocation of resources to support the plan
  - Title 1 dollars
  - Flexibility in programming
Plan to Achieve These Goals (continued…)

- Frequent monitoring of student progress through the work of the Teachers, Related Service Providers and Administrators
  - Weekly administrative grade planning meetings
  - Analysis of teacher reports submitted monthly
  - Frequent review of conference notes, guided reading notes and anecdotal reports
  - Meetings with teachers to discuss the coordination of curricula materials, UDL modifications and technology
  - Intervention Team (including analysis, recommendations and next steps for student growth)

- Parental Communication
  - Monthly Newsletters
  - Goal Sheets
  - Progress Reports
  - Report Cards
  - Monthly Celebrations
  - Parents-as-Reading Partners and Parents-as-Math Partners
Grades K-2 Academic Interventions

- **Reading Recovery**: an effective Tier III early literacy intervention that provides a second chance for students. Students receive 30 minutes of daily 1:1 instruction from a *highly trained Reading Recovery Teacher* for 12-20 weeks. This program assists struggling students to reach grade level performance in reading and writing in a short period of time.

- **Leveled Literacy Intervention (LLI)**: an effective Tier II, researched-based intervention consisting of a series of planned 30 minute lessons taught by a *skilled LLI trained teacher*. Teachers identify children’s instructional reading levels and form like groups for no more than three students and provide instruction.
  - Texts are matched to children’s reading ability. Provide daily opportunities for re-reading of texts and to read new texts with teacher support
  - Provide systematic instruction and phonemic awareness
  - Systematic instruction in phonics
K-2 Interventions (continued…)

- **Academic Intervention Push-In Program**: an effective Tier II reading program taught by a licensed reading teacher. The teacher supports classroom instruction by providing interventions to no more than six students in a small group during Reading Workshop. Interventions include Fundations, Guided Reading and Interactive Writing.

- **Academic Intervention Pull-Out**: an effective Tier II math program taught by a licensed teacher with a specialty in math. The teacher collaborates with the classroom teacher to provide additional support to students in a small group of no more than six students.

- **Workshop Model of Instruction**: an effective Tier I intervention program implemented by highly effective teachers and trained paraprofessionals to provide individual supports to identified students. This model includes the practice of 1:1 conferring, strategy lessons, guided reading and writing, in both ELA and Math.
Grades 3-5 Academic Interventions

- **Orton Gillingham**: an effective Tier II reading program taught by a nationally certified Orton Gillingham Specialist. The teacher supports classroom instruction by providing interventions to no more than six students in a small group. Students are provided with the building blocks to reading and writing for upper grade struggling students who are still in need of all basic literacy skills.

- **Academic Intervention Pull-Out and Push–In Programs**: effective Tier II math and ELA programs taught by licensed teachers. The teachers collaborate with the classroom teacher to provide additional support to students in a small group of no more than six students in both ELA and Math.

- **Workshop Model of Instruction**: an effective Tier I intervention program implemented by highly effective teachers and trained paraprofessionals to provide individual supports to identified students. This model includes the practice of 1:1 conferring, strategy lessons, guided reading and writing, in both ELA and Math.
Across the PS 247K School Community

- In the spirit of supporting the school’s mission and vision the following Interventions are implemented school-wide.
  - Small class size
  - Academic Interventions before and after school
  - Special programming for ELL's before, after school and on Saturdays throughout the year
  - Saturday Academy for 11 weeks for all students scheduled to participate in the NYS Testing Program
  - Saturday Enrichment Instructional Trips for ELL’s
  - SETSS programming for students mandated
  - ELL pull-out program for all identified students
Needs Assessment...

- **Literacy**
  - Monitoring for Results collected and analyzed three times a year
  - Measures of Student Learning (MOSL pre and post assessment in ELA)
  - Literacy Tasks
  - On Demand Writing
  - Conference Notebooks
  - Guided Reading Notes
  - Reading Logs
  - Running Records
  - ELA Goal Sheets
Needs Assessments (continued...)

- **Mathematics**
  - Baseline/ Mid Year/ End of Year Assessment
  - Unit Assessments (Go Math)
  - Math Exemplars (Problem Solving)
  - Math Goal Sheets
  - Math Performance Tasks administered three times a year
    - Problem Solving
    - Reasoning and Proof
    - Communication
    - Connections
    - Representation
+ **Keys to Success**

- Frequent student monitoring through on-going assessment
- Personnel selection and F- Status
- Accountability
- Frequent communication between AIS providers and classroom teachers
- Classroom and curriculum support in all intervention services including ELL, Special Education, etc.
- Multiple opportunities for students to receive extra support in and out of the classroom
- Flexibility in programs (Student Movement)
- Professional development for staff (Intensive and On-going)
- Professional Learning Community (PLC) – Professionals in dress, in giving of personal time and in shared vision