



## Presenters:

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Principal

Diana Olsen  
Assistant Principal

Maureen Morisano  
Special Education  
Coordinator

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Deputy Network Leader



**PS 247K**

**New York City College Partnership Elementary School**

**Models for Intervention**

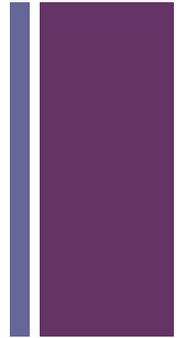
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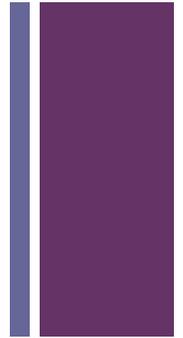
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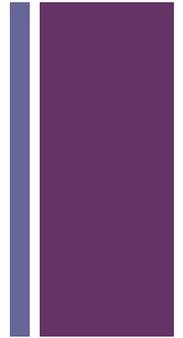
## + Implementation Responsibilities

- 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**





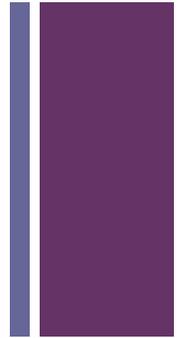
# Plan to Increase Student Achievement



- 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

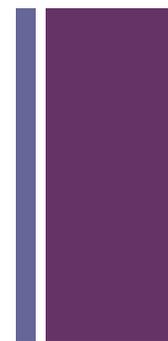
- **Reading Recovery:** an effective Tier III early literacy intervention that provides a second chance for students. Students receive 30 minutes of daily 1:1 instruction from a **highly trained Reading Recovery Teacher** for 12-20 weeks. This program assists struggling students to reach grade level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



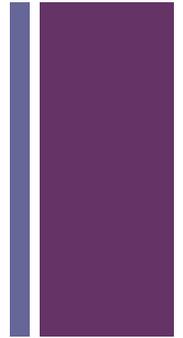
## Grades 3-5 Academic Interventions



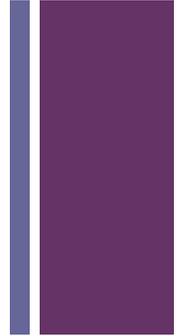
- **Orton Gillingham:** an effective Tier II reading program taught by a nationally certified Orton Gillingham Specialist. The teacher supports classroom instruction by providing interventions to no more than six students in a small group. Students are provided with the building blocks to reading and 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



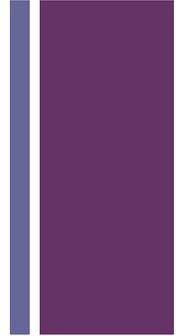
# + Needs Assessment...



## ■ 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

