

Tier 3 Interventions Reading

At Dorr Elementary we have a systematic way of looking at **all** students to see if there are any needs in the area of reading based on NWEA, DIBELS scores, and teacher observations. We have an intervention team comprised of 4 people who then work with these students to try to improve their reading skills in the areas of decoding, fluency, and comprehension, based on their individual needs.

Teachers meet every 6 weeks with the intervention team comprised of the Principal and Intervention Specialists to examine the students' progress monitoring data to make adjustments to which students need to continue receiving support, which students are able to exit the intervention, or if the student needs a program change to better meet their needs.

During the Intervention Block (about 40 min/day) identified students participate in a pull-out program designed to work skills at their level using research based curriculum. Mean-while, students remaining in the classroom are working in differentiated reading groups with the classroom teacher and a push-in classroom aide. These are some of the pull-out reading programs that we are using:

- **Stepping Stones**
 - Skills addressed: listening, conventions, phonological awareness, phonemic awareness, and processing
- **Read Well**
 - Skills addressed: phonemic awareness, phonics, vocabulary, comprehension, fluency, and sight word recognition
- **Phonics for Reading-Level 1**
 - Skills addressed: phonemic awareness, decoding, spelling, automaticity (focus on short vowels, consonants, consonant blends, and digraphs)
- **Phonics for Reading-Level 2**
 - Skills addressed: phonemic awareness, decoding, , spelling, comprehension, automaticity (focus on long vowel combinations, silent “e” words, r-controlled vowels, common suffixes –ed, -ing, -er)
- **Phonics for Reading-Level 3**
 - Skills addressed: phonemic awareness, decoding, spelling, comprehension, automaticity (focus on multi-syllable words, prefixes, suffixes, minor consonant sounds (ex: c and g) and minor vowel sound combinations (ex: oy, ew))
- **Reading A-Z**
 - Skills addressed: reading fluency, using graphic organizers to think about reading, comprehension
- **Rewards**
 - Skills addressed: decoding 3+ syllable words, decoding accuracy, identifying prefixes and suffixes
- **Read Naturally (computer based)**
 - Skills addressed: reading fluency
- **Comprehension Tool Kit**
 - Skills addressed: comprehension strategies primarily focused on non-fiction texts
- **Words Their Way**
 - Skills addressed: spelling, seeing vowel and consonant pair patterns in words

For the 2014-2015 school year, 176 students were seen through pull-out intervention. Our NWEA data at the end of the school year showed 64% of these students made typical growth, narrowing the academic gap between them and the grade level district average.

Tier 3 Interventions Math

We also look at students' math ability (looking at NWEA scores and classroom assessment performance) and based on student's need teachers can refer them for math intervention. Students come for about 30 min/2-5 days a week to work with research based intervention programs. These are some of the pull-out math programs that we are using:

- **Reflex Math (computer based)**
 - Skill addressed: addition/subtraction fact fluency, multiplication/division fact fluency
- **IXL Math (computer based)**
 - Skills addressed: broken down by grade level, linked to the Common Core Math standards
- **Excel Math**
 - Skills addressed: systematic remediation for math concepts linked to the Common Core Math, concepts are introduced, practiced and reviewed in every lesson.

For the 2014-2015 school year, 40 students were seen through pull-out intervention. Our NWEA data at the end of the school year showed 80% of these students made typical growth, narrowing the academic gap between them and the grade level district average.

Reflex and IXL are both available both at school and from your home computer. Check with your child's teacher for their log in and password.