

Jonesville Middle School Intervention Plan 2015-2016

Purpose:

Identification and prevention of potential learning problems and provision of additional support for targeted individual needs to bridge gaps in academic achievement.

Goal:

To guide high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to make critical educational decisions.

Plan:

Prior to the start of school, Individual Student Detail by Questions reports for 2015 English and Mathematics Standards of Learning tests were carefully analyzed by the respective specialists. Data was disaggregated and user-friendly reports were compiled and shared with relevant stakeholders. With student performance data in mind, the principal, guidance counselor and specialists collaborated to make informed scheduling decisions based on students' individual needs. With a focus on improving students' writing skills, all JMS students were assigned to a 90 minutes English block. For mathematics, eighth grade students who met minimal eligibility requirements were identified and enrolled in Algebra I class. All sixth grade students were assigned a 90 minute math block. Special education students are given prioritized scheduling, ensuring back to back blocks of reading and mathematics in sixth grade. This allows time for individualized instruction, pre-teaching, re-teaching, and remediation provided by the special education teacher.

At the beginning of each school year, specialists identify students who may potentially struggle in mathematics and/or English and develop individualized intervention plans. These plans are modified throughout the year as students' needs change. Available data from STAR tests and benchmark tests are reviewed throughout the year to monitor students' progress. Using this data, in conjunction with classroom performance and teacher recommendations, the lists of students identified for intervention frequently change. Specialists and teachers collaboratively plan for students' success. Specialists' presence in the classrooms serves to support at-risk students as well as push high-achieving students to think more deeply about content and make connections. Using Title I funds, instructional tutors are often secured; they provide additional support to students in both the classroom and in small-group settings. In addition tutoring for English and mathematics is offered before and after school and is available to all JMS students free of charge.

Special education teachers write Individualized Education Plans (IEP) for eligible students; they use assessment data to determine IEP goals. Differentiated instruction is provided as needed, and appropriate modifications and accommodations are made