



# **K-2 Early Intervention Project Academic Intervention Specialist Resource Guide**

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## **K-2 Early Intervention Program Academic Intervention Specialist Project**

### **Vision**

The Academic Intervention Specialist (AIS) will provide immediate intensive intervention to struggling readers aimed at increasing proficiency and confidence so that the students can become lifelong, avid readers. The AIS will work collaboratively with other members of the school literacy team to promote higher levels of reading achievement for all students. Through collaboration, the AIS will enhance teachers' skills and knowledge of strategies in the five components of reading, in order to impact the success of all students.

### **Goal**

The goal of the K-2 Early Intervention Project is to provide immediate intensive intervention to prevent a cycle of academic failure and reduce the over-identification of students with disabilities through the services and support of an Academic Intervention Specialist.

### **Implementation**

The following characteristics of successful intervention programs, identified by the Educational Resources Information Center (Vol.7. Issue 2. Summer 2000), will be evident in program implementation:

- One-on-one and small group tutoring
- Individual attention and extra instructional time
- Coordination with regular classroom instruction
- Explicit instruction in letter-sound relationships, word identification strategies, phonological awareness, letters, words, and word patterns (Grossen, 1997)
- Repeated exposure to words to encourage mastery and the presentation of words in small practice sets to provide scaffolding for struggling readers (Juel, 1996; McCormick, 1994)
- Explicit instruction in techniques that will improve reading comprehension. Some strategies include self-questioning (readers ask themselves question about the story as they are reading), visual imagery (readers visualize what they are reading), and retelling (readers tell the story to someone else). Successful instruction also includes helping struggling readers transfer these strategies to other texts (Dole, Brown, and Trathen, 1996; Sorrell, 1996)
- Multiple opportunities for repeated reading of connected texts to develop fluency. Methods of encouraging repeated reading include paired reading, modeling, direct instruction, choral reading and providing easy reading materials. Repeated reading also helps increase the word recognition rate and accuracy of the reader (McCormick, 1994; Reutzel, Hollingsworth, and Eldridge, 1994; Dowhower, 1994)

### **Role of the Academic Intervention Specialist**

- Provide daily immediate intensive intervention (iii), using scientifically based materials and strategies, to include intensive guided reading and skill remediation in the five areas of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Collaborate with teachers to develop intervention strategies for students
- Assist teachers with implementation of strategies and accommodations that can be used with struggling readers in the general education classroom
- Monitor student progress

### **Role of Classroom Teachers**

- Provide balanced literacy instruction on a daily basis
- Provide daily intensive guided reading
- Monitor student progress (DRA and running records)
- Collaborate with the AIS to develop and implement intervention strategies

### **In-class Support**

- The AIS is strongly encouraged to provide the needed intervention in the general education classroom.
- While providing in-class support, the AIS will model strategies being used successfully during intervention sessions.

Types of in-class support:

#### **Co-teaching**

Co-teaching is an instructional delivery option in which the general educator and AIS combine their expertise to collaboratively plan instruction, collaboratively deliver instruction and collaboratively evaluate student progress. Co-teaching is provided daily.

#### **Support Facilitation**

The AIS as a support facilitator may work and move among two or more basic education classrooms working with students and general education teachers as needed. The frequency and intensity of support varies based upon students' needs and/or general educators' needs for assistance in providing intensive intervention to students.

When participating in either of these **collaborative teaching** models, the general educator and the AIS:

- meet on a weekly basis (minimum) at a scheduled time to co-plan.
- contribute equally in the instructional effort.
- act as equal partners in interactive decision making.
- voluntarily contribute their expertise toward attainment of the common goal of better outcomes for *all* students.
- develop a positive interpersonal relationship.
- work as a team to produce a coordinated instructional program.

## **Target Students**

- Caseload between 25 and 35 students
- Initial students scheduled for intensive remediation will be retained Kindergarten students and retained 1<sup>st</sup> grade students with the lowest DRA scores.
- Identified students should be grouped with similar skills in need of remediation.
- The AIS should provide intervention to identify students within the general education classroom on a daily basis and may utilize a “pull-out” model for sessions with identified students, in the afternoon.
- Students will receive 30-45 minutes of instruction **daily**.
- Group size will be 3-5 students
- Students may move in/out of the groups depending on the skill acquisition of the student(s).

## **Schedules**

- The AIS is to have maximum time available each day to work with students.
- Collaborative planning time should be included in their schedule.
- Schedules must be intact and provide for uninterrupted intensive instruction to identified students. Therefore, the AIS
  - Must not be part of DIBELS team.
  - Must not have duty during the instructional day.
  - Must not chair committees that take away from their instructional time or required training
  - Must not be utilized as a substitute for classrooms in non-emergencies.
- Identified students should not be pulled during guided reading time in the general education classroom.
- Must keep attendance daily of students served.
- Lesson plans and progress monitoring data available upon request.
- The intensive instruction provided by the Academic Intervention Specialist is **supplemental** to the general education instruction.

## **Assessment**

Initial assessments for identified students occurs in the fall and administered by the AIS. This assessment will not only provide baseline data, but will be used diagnostically in order to plan for appropriate instruction.

## Program Structure

### Beginning of the year

- Caseload will be between 25 and 35 students consisting of: retained Kindergarten students and retained 1<sup>st</sup> grade students with the lowest DRA scores.
- Baseline data will be gathered using formal/informal assessments in general education classrooms during the first four to six weeks of the school year. The Caseload Preview form will be completed by the AIS and sent to the assigned district support personnel. Caseload will be finalized after consultation between the AIS and district support personnel.
- Students will receive 30-45 minutes of instruction **daily**.
- Group size will be **3-5** students.
- The AIS should be collaborating with no more than 6-8 teachers.
- Teachers selected as collaborating teachers should: have discipline skills, be comfortable with the balanced literacy program, and have a positive attitude towards peer collaboration.
- Cool Tools, DRA, the Emergent Reader Assessment, and DIBELS will be used for ongoing progress monitoring.

### Mid-year

- Kindergarten students meeting grade level expectations (**with fluency**), should be considered for release from the program.\*\*
- First grade students with solid DRA scores of 12 or higher should be considered for release.\*\*
- An informal assessment will be administered to obtain outcome data prior to release from the program.
- When considering new students, baseline data will be gathered using formal/informal assessments in general education classrooms. Consultation between the AIS and district support personnel will occur prior to adding new students to the caseload.

*\*\* Students who are released should be monitored for monthly progress.*

### Follow-up

- When releasing students from the program, the AIS will meet with the classroom teacher to ensure that the strategies proven to be successful will be used in the general education classroom.
- Student success in the general education classroom should be monitored monthly.
- Student's released from the program the previous school year should be monitored quarterly.

### End of Year

- Formal/informal assessments will be administered in May to provide student outcome data for all students served by the AIS.

## Sample AIS Schedules

### Sample #1

Duty & Planning	7:30 - 8:00	
Pull-out	8:00 - 8:30	K Group 1
In-class Ms. Smith	8:30 - 9:05	K Group 2
In-class Ms. Smith	9:05 - 9:40	1 <sup>st</sup> grade Group 3
In-class Mr. Jones	9:40 - 10:15	1 <sup>st</sup> grade Group 4
In-class Mrs. Moore	10:15 - 10:50	1 <sup>st</sup> grade Group 5
Lunch	10:50 - 11:20	
Planning	11:20 - 12:00	
Pull-out	12:00 - 12:35	K Group 6
Pull-out Reading Mastery +	12:35 - 1:10	Mixed group from morning 7-10 students
Pull-out Reading Mastery +	1:10 - 1:45	Mixed group from morning 7-10 students
Pull-out Reading Mastery +	1:45 - 2:15	Mixed group from morning 7-10 students
Duty/Meetings & Collaboration	2:15 - 3:30	

### Sample #2

Duty & Planning	7:30 - 8:00	
In-class	8:00 - 8:30	1 <sup>st</sup> grade class
In-class	8:30 - 9:00	Kindergarten class
In-class	9:00 - 9:30	Kindergarten class
In-class	9:30 - 10:00	1 <sup>st</sup> grade class
Pull-out group	10:00 - 10:45	1 <sup>st</sup> grade group
Pull-out group	10:45 - 11:15	Kindergarten group
Planning	11:15 - 11:45	
Lunch	11:45 - 12:15	
Pull-out group	12:20 - 12:50	Kindergarten group
Pull-out group	12:55 - 1:25	K & 1 <sup>st</sup> grade group
Pull-out group	1:30 - 2:00	1 <sup>st</sup> gr. group
Duty/Meetings & Collaboration	2:00 - 3:30	

## **Scheduling for Intervention Groups**

1. Make your dream groups based on data.
  - a. On paper
  - b. Using stickies
2. Find the classroom placement of the students.
3. Plan to serve groups within the general education classroom during the literacy block.
4. Move students if necessary.
  - a. Change the student homeroom
  - b. Move the student for just the literacy block
  - c. Move the student for just the time you are serving his/her group
5. Seek out creative options for the hard to fit-in groups.
  - a. Have classroom teachers stagger guided reading groups.
  - b. Have classroom teachers flip flop guided and shared reading
  - c. Have classroom teachers teach writing first.
  - d. Pull a group from 7:45-8:15
  - e. Stay late in class with group while the rest of class goes to lunch (10 min. still be in lunch line)
  - f. Pick up a group from 1:40-2:10 and take them to dismissal yourself
  - g. Do a group of students that stay for afterschool care from 2:00-2:30
  - h. Rotate pull-out groups time slot, so they don't miss the same thing every day
6. Regroup as students make progress—strive to keep them appropriately grouped. If you are working closely with two or three teachers they may want to regroup between themselves in order to keep a balanced class.
7. Warning—Do not create homogeneous classes! Keep them balanced.

## Next Spring

1. Carefully place students that are potential AIS candidates.
2. Cluster retainees (retained in any year not just the current year) and talk to teachers about at-risk students that were not retained.
3. Choose the classes you want to go into—work hard to get students placed in these rooms.