

HOW TO



BUILD A MIDDLE SCHOOL INTERVENTION PROGRAM

TO BOOK CONSULTATION

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1. ASSESS

After a universal screener, administer an assessment which decouples word recognition and language comprehension.
(An NWEA score is not enough.)

What assessments will we use?

2. IDENTIFY

Literacy is a civil right, but the question is, with 70% of students needing support, who receives the intervention? Answer: ALL.

How will we identify students?

3. SCHEDULE

The most common questions for new initiatives, "When will I fit it in?" Before/after school grant funded programs, W.I.N. period, block scheduling, flipped classroom, centers model.

How will we structure the schedule?

4. STAFF

Learners with the most needs should be placed with the teachers who have the most skills, and ALL responsible for teaching reading need PD.

Who will staff the program?





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5. TEACH

Learning things sequentially and explicitly is key for developing new pathways and connections and how the brain stores and retrieves information.

What curriculum & instructional approaches will be used?

6. MONITOR

Regular formative assessment guides the teacher in adapting instruction to student needs. If you're building your own curriculum, monitor progress every two weeks.

How will we monitor progress??

7. PRACTICE

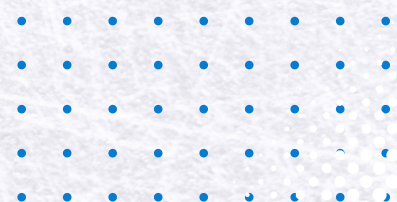
One of the reasons students are struggling readers is because they aren't given enough time or spaced practice to cement those concepts. Struggling learners need at least 20 interactions to make it stick!

How will we provide students sufficient practice?

8. DESTIGMATIZE

More than any other age group, adolescents are focused on acceptance by a social group, so the language we use to label classes is key, and age appropriate resources are crucial!

How will we create a positive culture around foundational literacy?



NEED MORE INFO?



Need coaching or support as you plan 2024-2025 programs? Contact Katie & Jenny at info@engaginglearners.com.

YEAR:

SCHOOL LEADER INITIATIVE INVENTORY



Rank	Initiative	Required by (state, district, bldg)	Purpose	Financial commitment	Time commitment	Impact on Student Learning	Type of change
9	K-5 Drop Everything & Read	bldg need	Increase independent reading time	1	1	1	1
1	Science of Reading pd for all K-2 teachers	state	Close reading gap and create proficient readers	2	3	3	2
5	3-12 Afterschool tutoring	bldg need	Decrease missing assignments and number of Fs.	2	1	2	1
7	K-12 Canvas LMS training	bldg need	Make communication and feedback more effective	2	2	1	1
3	Integrated Algebra Freshmen course	bldg need	Increase pass rates for Alg and number of diplomas.	2	1	3	1
4	6-12 Expulsion Alternative for Vaping	bldg need	Keep students in school and provide them with addiction services.	1	1	2	1
6	3-8 State standardized assessment vendor change	state	Training for all 3-8 teachers on new testing platform. Curriculum Maps updated to reflect state pacing.	2	2	1	1
8	K-12 Social media campaigns	district	Admin & dept head's responsible for 2 posts a week highlighting student work	1	1	1	1
2	K-5 PLCs	district	Track student data, collaborate with grade level teams to adjust instruction	2	1	3	2

Impact on Student Learning

1 = low level of effectiveness, student learning has declined
 2 = moderate level of effectiveness, student learning has maintained
 3 = high level of effectiveness, student learning has improved

Time Level Commitment

1 = small time commitment
 2 = moderate time commitment
 3 = big time commitment

Financial Commitment

1 = low financial commitment
 2 = moderate financial commitment
 3 = high financial commitment

INITIATIVE IMPLEMENTATION PLAN



INITIATIVE: _____

KNOSTER MODEL OF COMPLEX CHANGE



VISION

SKILLS

MOTIVATION

RESOURCES

ACTION PLAN