

Get Going on Chapter 5: Support Systematically With Targeted Acceleration, Interventions, and Extensions

- » Are your interventions and extensions systematic or left up to each individual teacher? Are the interventions aligned with your essential standards so that students are getting additional time and support on what teams have determined are the most important skills to support reading achievement?

- » How does your team reassess students so that you not only know which students need interventions and extensions, but can monitor the effectiveness of your interventions and flexibly regroup if students have improved as a result of the additional time and support?

- » Does your team use a protocol to monitor student progress across time, and are there manageable structures for all the adults who work with a student to communicate about the goals and strategies being employed both in the classroom and in intervention?

- » Are all students who need additional time and support, be it intervention or extension, included in your response plan, or do you spend so much time focusing on the students who are not yet proficient that you never get around to talking about the needs of students who need extension?

Getting Started?	Getting Better?
<p>We have never worked with a school that stuck with the exact same model of interventions and extensions from one year to the next. Until there are no longer students in your building who need interventions, you will be revising your system of interventions and extensions to better serve your students. You don't need to wait until next year or until you have the money to order another resource to begin interventions. Get started! Just remember, critical questions one and two come first for a reason. Focus on a small set of essential standards that you want students to master (know), and you've developed quality assessments that give you data (show) on which students need interventions or extensions on which essential skills before you tackle answering critical questions three (grow) and four (glow).</p>	<p>Classroom teachers and interventionists cannot work as independent contractors. While it may not be possible for resource teachers and interventionists who support each grade level to attend all grade-level team collaborative meetings, they do need to be considered part of the extended team at each grade level and work within the team norms. Brian Butler, principal of Mason Crest Elementary, often reminded his staff to make decisions based on what is best for student learning, not based on what is most comfortable for the adults in the building (personal communication, 2016). Part of your system of interventions and extensions is a system of communication, so consider how the adults can get better at communicating about student progress in order to improve student reading achievement.</p>