

Intervention At LPS

LAE Board Meeting
December 13, 2023

Presenters:

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Intervention as Defined in the LPS DCAP*

LPS embraces a Multi-Tiered Systems of Support (MTSS) model

The MTSS guides both academic & non-academic targeted intervention

Interventions are designed for students who experience difficulties, in addition to extension and enrichment opportunities for students who have already demonstrated mastery of concepts and skills

Tier 3: Intensive Intervention

- For students performing significantly below grade level
- Weekly Progress Monitoring

Tier 2: Targeted Intervention

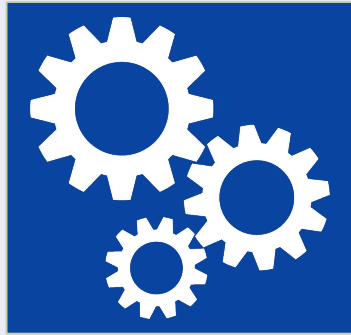
- For students at academic or behavioral risk
- Bi-monthly Progress Monitoring

Tier 1: Core Instruction

- For all students
- Universal Screening and Benchmark Assessments (3 to 5 times per year)

*Link to [LPS District Curriculum Accommodation Plan](#)

Intervention - Key Components



Systems & Structures

Intervention blocks and curriculum support students academic, social and emotional needs.



Student Identification Process

Schools have a team tracks and groups student progress using data.



Communication & Common Understanding

Family members and students can articulate the goals of intervention.

Intervention – Guilmette Complex

Three Key Components Required for Proficient or Well-Developed Rating on SQR

1. **Systems & Structures**

- a. Bell schedule reflects daily time for instructional/social emotional interventions for all
- b. Common norming document and ongoing PD for all Tiered Systems of Support
- c. Teams exist to deepen structures and monitor systems (ILT, SST, RTII)
- d. Academic and SEL curriculum exist at every level/content area to support instruction (remediation/acceleration)

2. **Student Identification Process**

- a. Data Warehouse
- b. Frequent Progress Monitoring - DIBELS, GIAs, MAP, PEAR, iReady
- c. Weekly meetings with teams to monitor interventions and progress

3. **Communication & Common Understanding**

- a. Monthly parent workshops on School-Wide Interventions (SOR, Bullying, etc.)
- b. Data Snapshots and Individualized Tiered Systems Conferences with Families
- c. Collaboration with District and External Community Partners (FRC, Lahey, etc)
- d. Ongoing IEP Annual Meetings

Intervention – Tarbox School

Three Key Components Required for Proficient or Well-Developed Rating on SQR

1. **Systems & Structures**

- a. 100% of students receive intervention daily for academic in the area reading (30-45 minutes)
- b. 100% of students receive intervention in math 3-5 days a week (30 Minutes)
- c. Social emotional needs (Lunch Bunch and Crew)

2. **Student Identification Process**

- a. Spreadsheet for all classes
- b. Frequent Progress Monitoring - DIBELS & QPS, exit tickets in math (Other data points used MAP, ANET, PEAR, ST Math, Zearn & Student Work)
- c. Weekly meetings with teams to look at data, student work and plan
- d. Weekly PD/Planning with Paraprofessionals who support students during intervention

3. **Communication & Common Understanding**

- a. Data is sent home to families, data is shared at PTO Meetings, data is reviewed at RTII Meetings and student led conferences
- b. Data shared with students and students write goal and action steps based on the data