

Interventions for Overcoming Barriers in Pursuit of Students' Highest Level of Academic and Personal Achievement

A priority of the Minnetonka School Board was identifying barriers to student learning. As such, developing interventions that support students in overcoming barriers to achieve their maximum potential was essential. The Action Learning Project (ALP) included three focused intervention models, each of which utilized clear benchmark measures for determining its effectiveness for individual students. The vision is: All students ready for middle school. The models addressed math, reading, and social emotional interventions.

Math Intervention Model—In order to meet the needs of struggling learners in mathematics, leadership refined the model for math instructional delivery. Leadership comprises the principal, members of the student support team (SST), and a teacher on special assignment (TOSA). The TOSA for Minnewashta Elementary School facilitates the SST and English assessments building-wide. Other SST members include the English reading specialist, the Spanish reading specialist, and the school psychologist, the building facilitator for special education, the school guidance counselor, the school nurse, the school social worker, and a regular education teacher. After reviewing data for intermediate grades, rather than pulling out students for math intervention, both Response to Intervention (RtI) teachers and Special Education (SPED) teachers push-in for math classes to deliver small-group, instruction-targeting interventions. The intent of this shift is to increase student engagement and provide additional instruction targeting student need(s). The focus of this intervention was 5th grade.

INSTRUCTIONAL STRATEGY	SPECIAL ED EFFECT SIZE	STRUGGLING EFFECT SIZE
VISUAL & GRAPHIC DESCRIPTIONS OF PROBLEMS	.5	N/A
SYSTEMATIC & EXPLICIT INSTRUCTION	1.19*	.58*
STUDENT THINK-ALLOUD	.98*	N/A
USE OF STRUCTURED PEER-ASSISTED LEARNING ACTIVITIES INVOLVING HETEROGENEOUS ABILITY GROUPING	.42	.62*
FORMATIVE ASSESSMENT DATA PROVIDED TO TEACHERS	.32	.51
FORMATIVE ASSESSMENT DATA PROVIDED DIRECTLY TO STUDENTS	.33	.57*

*Moderate to Large Effect

Number Proficient	Total Number	Percent	After Intervention Proficient	Total Number in Intervention	Percent
136 (N)	145 (N)	94	15 (N)	23(N)	65

SPE D	SPED Proficient	SPE D Total	Percent	ELL	ELL Proficient	Percentage
9 (N)	7 (N)	9	78	2 (N)	1	50

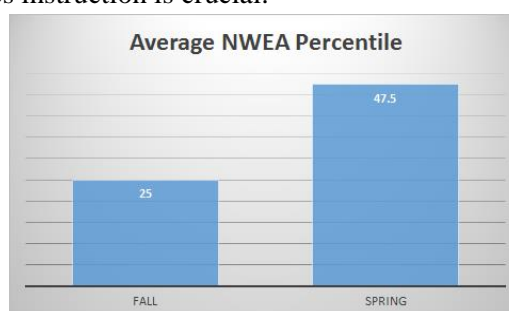
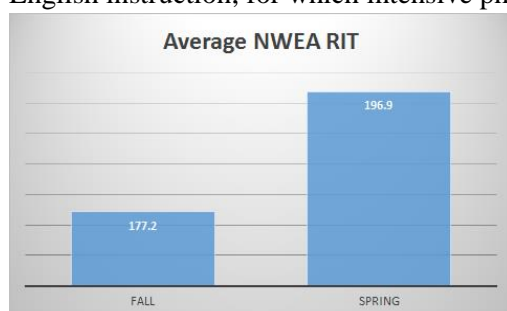
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Pre-Intervention Proficiency	Post-Intervention Proficiency
20%	80%

Math Implications:

- Continue to Implement Research-based Strategies
- Study the Standards
- Invest Time in Number Sense
- Scrutinize What is Taught
- Students: Majority of Time Analyze Errors & Receive Feedback

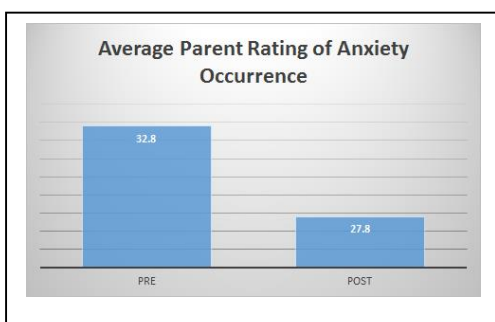
Literacy Intervention Model—Reading specialists considered a literacy model identifying interventions for each individual child in collaboration with the SST. As part of this analysis, leadership worked with teachers to develop a strong understanding about what is known as the Orton-Gillingham methodology and focused on identifying more staff members to deliver instruction in the future within this model for students with either dyslexia or specific learning disabilities in reading, and new learners to English instruction, for which intensive phonics instruction is crucial.



Literacy Implications:

- Linguistic Skill Development Focus
- Teachers Know & Understand Language
- Bring Others Up-to-Speed
- Measure Ongoing Implementation
- Record-Work-Experts

Guidance Model In the summer of 2013, the principal for Minnewashta Elementary School wrote an in-depth proposal for creating an elementary guidance position (non-sped) at Minnewashta to meet the social, emotional, and behavioral needs of students. This project investigated specific interventions for students experiencing anxiety or weak executive functions and implemented one anxiety intervention during the 2014-2015 school year. The research was clear about the need to treat both the parent and child at the school setting. The effect size if both are treated is between .75 and 1.51. The curriculum used was Coping Cat.



Anxiety Implications:

- Assess at +3 +6
- Collect Student Perception Data
- Gain Permission to Repeat
- Research Next Steps
- Formal Observations of All

