

TO: School Committee Members
Emily Parks, Superintendent

FROM: Michael Redmon, TMS Principal

DATE: May 7, 2021

RE: TMS Intervention Model, 2021-2022

A question that emerged as part of my entry plan findings was: How do we create an intervention model/opportunities for students to receive extra support within general education or extension? Over the past two years, we have been thinking about this question and started to explore the various models that might answer this question. I am happy to report we have developed a plan through the scheduling process that will provide TMS students with more support and opportunities at TMS.

Intervention is a model that assesses students' mastery of skills, identifies areas in need of further development or extension, and then provides differentiated learning experiences (often in small groups) to provide targeted support or enrichment. As you know, we have a robust intervention model already in place at the elementary level. While we have piloted some intervention programming at Thurston, when designing our new schedule, one desired outcome was the necessary structures to implement a full intervention model in the form of a 45-minute "What I Need" (WIN) block. To support this work, we have been able to reallocate staff in a cost neutral way to add Literacy and Math Specialists to our building similar to what is in place in the elementary schools. In this model, teacher teams and specialists will meet regularly to analyze various types of student assessment data, such as the STAR360 Literacy and Math Assessment or classroom-based assessment to identify student learning needs and plan for instruction during regular time and during the WIN block. *(Draft schedules are included below.)*

There will be a Reading Specialist, two Literacy Specialists, and three Math Specialists. The specialists will 1) lead the analysis of assessment data to understand specific student academic needs, 2) work to support general education teachers' implementation of intervention instruction during core instructional blocks and the W.I.N block and 3) provide targeted instruction in smaller group settings for students who require during W.I.N. to meet a variety of student needs. Specialists will be attached to grade levels.

This is an exciting opportunity for TMS and one that I believe will have a great impact on the academic growth of our students.

TMS Draft Schedule:

The TMS team leaders, department heads, administrators, and scheduling committee articulated desired outcomes/criteria for a new schedule. These criteria guided the process of considering various schedule possibilities and evaluating them. A dedicated 45-minutes daily intervention block was one goal, among many. (Note: The schedule below is the schedule for one grade. Each grade has a schedule that contains the same components, but scheduled in a different order.)

Student View:

DAY	Grade A									
7:50-8:10	ADVISORY									
8:10-9:35	Mus/P E	R								
9:35-10:50	01	04	02	05	03	01	04	02	05	03
10:50-11:20	LUNCH									
11:20-12:30	02	05	03	01	04	02	05	03	01	04
12:30-1:40	03	01	04	02	05	03	01	04	02	05
1:40-2:25	W.I.N.									

Notes:

Mus/PE - denotes that student is in music class for half the block (42 minutes) and PE for half the block (42 minutes)

R - denotes that student is in one of the exploratory rotation classes (drama, art, computer science, engineering).

Students will be enrolled in 3 of these classes each semester.)

Each number denotes a period. Ex. A student might have Period 1 English, Period 2 Math, etc.

Teacher View:

DAY	Grade A									
7:50-8:10	ADVISORY									
8:10-8:55	PREP TIME									
8:55-9:35	COLLABORATIVE PLANNING TIME (Team, Grade Level Department, Data, Kid Talk, etc)									
9:35-10:50	01	04	02	05	03	01	04	02	05	03
10:50-11:20	LUNCH									
11:20-12:30	02	05	03	01	04	02	05	03	01	04
12:30-1:40	03	01	04	02	05	03	01	04	02	05
1:40-2:25	W.I.N									