

## Learning for ME

A Project of the Curriculum and Instruction Committee (June 2006; updated February 2007)

Rae Bates, Katahdin Middle/High School, Sherman Station  
John Flaherty, Lunt School, Falmouth  
Carol Hathorne, Hope Elementary School  
Craig King, Mt. Ararat High School, Topsham  
Mary Martin, Elm Street School, Mechanic Falls  
Susan O'Roak, Asa Adams School, Orono  
Juliana Richard, Dexter Middle School  
Allan Young (Chair), Sanford High School

Since 2004-05, the Maine Principals' Association's Curriculum and Instruction Committee has focused its work on answering two questions:

- What are we doing to address students who aren't learning?
- What interventions hold the most promise?

The committee quickly agreed that a product, which would be shared with the membership, was essential - - a document on Maine-based interventions and remediation strategies. It is, moreover, critically important to differentiate between "intervention" and "remediation." Intervention "provide[s] students with additional time and support for learning as soon as they experience difficulty ..." while remediation "... summer school, retention, remedial courses - - [occurs] when students fail to meet a standard at the conclusion of a course or grade level" (Richard DuFour, Rebecca DuFour, *et al.*, Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, Indiana: Solution Tree [formerly National Educational Service], 2004, p.7).

It is our belief that all young people can learn, but not at the same time or in the same way. What follows is the Curriculum and Instruction Committee's compilation of K-8 and 9-12 best practices in remediation and interventions in Maine schools. Please feel free to replicate any of the activities in your own school and to contact the schools listed to receive more complete information. Furthermore, the information presented should be viewed as a beginning and not a be-all-and-end-all. We encourage members to forward other examples of interventions and remediation strategies that are being used in their schools to the MPA so that we can add them to our repertoire.

### **Elementary and Middle Level (K-8) Activities for Intervention and Remediation**

#### **Interventions:**

##### Westbrook:

- \* Standards based reporting of student learning is being implemented, and quarters are being changed to trimesters to allow more time for analysis and reporting.
- \* The SIS system flags a student for intervention when he/she has not met the standard on three assessments.
- \* Title I reading and math support; Reading Recovery; USM summer Reading Clinic; Ed. Tech support for math.
- \* All day K.

### Benton (Elementary):

- \* Target Group Instruction in reading and math for students identified below grade level that do not qualify for special education services. Classroom teachers provide supplemental instruction in the classroom to target groups on a daily basis.
- \* Extensive professional development for staff (literacy partnership). One full-time teacher serves in classrooms to support instruction in reading.
- \* Literacy groups - grades 2-3
- \* Resource programs (grades 1-6). 5 teachers & 5 ed. techs to work with LD students.
- \* Full inclusion (grades 1-6); 1 teacher and 13 ed. techs to work with severely handicapped students.
- \* Redirection program (grades 1-6); 1 teacher and 6 ed. techs to work with behaviorally challenged students.
- \* Student Assistance Team
- \* Summer Camp (formerly known as summer school)
- \* Special Education summer school
- \* Supports, modifications, accommodations for students at risk when taking any assessment at BES.

### Camden/Rockport:

- \* Middle School recommends summer school for students who are not likely to meet the standard.
- \* There are conversations around developing Individualized Learning Plans for all students, beginning in the elementary school.
- \* Tutoring is available during the school day and directly after school to students that are struggling.

### Hope-Appleton-Lincolnville:

- \* All three schools have gone to full 5-day kindergarten programs with significant interventions for all students.
- \* Implementation of a standards-based math program for all students and a research-based literacy program for K-8. (Literacy just Hope and Appleton.)

### Lisbon:

- \* After school supported study for struggling/failing students.
- \* Differentiated instruction
- \* Local common assessments are entered into new computer program and identify students who are not meeting the standards. This new information will help us develop programs that will enable us to support the needs of each student.

### Union 44 (Carrie Ricker MS & Libby-Tozier School):

- \* Dedicated Title I money to after-school programming as well as in-school tutoring for students.
- \* Employing Precision Teaching Methods for basic skills.

### Union 44 (Sabattus Elementary School):

- \* After-school program called Skills Center where certified teachers work with students on a specific skill.
- \* Learning Lab during the day.

- \* Summer school for all grade levels.
- \* Revamped math program.
- \* Changed schedule to provide for more instructional time.

Lewiston Middle School:

- \* Read 180 program for grade 7 (expanding to gr. 8 next year)
- \* Double math class for grade 8 (expanding to gr. 7 next year)
- \* Title I assistance in study halls
- \* Literacy Lab
- \* Jump start summer school for 8th graders moving into 9th
- \* Common Learning Targets per quarter

Windham Primary:

- \* Two Extended learning classes at each level (focus on literacy and math Title I)
- \* 3/5 person to do reteaching and reassessing.

Scarborough (Eight Corners):

- \* Title I math and literacy support
- \* Summer reading program (optional)

Gorham (White Rock):

- \* Title I Literacy support

Sanford:

- \* Reading Recovery
- \* Title I
- \* All day kindergarten for at risk children

Portland:

- \* Reading Recovery
- \* Title I
- \* All day kindergarten
- \* Math support through Title I

Mechanic Falls:

- \* Summer school for grades 1-6 in reading and math. (Referrals from teacher and/or parents)
- \* Student Assistance Team
- \* After-school homework support (Grades 4-8)
- \* All day kindergarten
- \* First and second grade teachers loop / Students have the same teacher for two years.
- \* One group of students in grades 7-8 has the same teacher for core subjects and homeroom.

China (Middle School):

- \* REACH program

Phillips (Phillips Elementary):

- \* Title I support in and outside the regular classroom.
- \* Reading first Grant allows us to target the needs of the 20% of our students having trouble in grades K-3.

New Sharon (Cape Cod Hill School):

- \* 1:1/small group reteaching or slower paced
- \* Guidance groups & individual
- \* Pupil Evaluation referral
- \* Reading Recovery type program - Pupil Accelerated Learning (PAL)

Buxton, Hollis, Limington, Standish, Frye Island (Bonny Eagle Middle School):

- \* BOOST program
- \* After school tutorial
- \* Summer school

Veazie (Veazie Community School):

- \* Reading Recovery

**Remediation:**

Buxton, Hollis, Limington, Standish, Frye Island (Bonny Eagle Middle School):

- \* Tutorial sessions
- \* Parent contact flow chart
- \* Agenda books
- \* E-mail
- \* BOOST program
- \* After school tutorial sessions
- \* Pathfinders program
- \* Summer school
- \* Sustained silent reading program
- \* Read 180
- \* Student Assistance Team

Westbrook (Wescott Junior High School):

- \* Has instituted the NWEA and using its data to target students with deficiencies in mathematics and language arts.
- \* Piloted a standards-based summer school using NWEA, MEA, and teacher data to target instruction
- \* Learning labs every period for students not meeting the standards based on assessment data. These labs represent an additional math or LA class for students who are falling behind their peers and are not optional.
- \* Looking to pilot a Saturday Academy for students who are not meeting the standards.

Saco/Dayton (Saco Middle School):

- \* Has adopted the differentiation model by Tomlinson.
- \* Has started a "Back on Track" program. Any child with two or more failures stays after school 1 hr/day for 10 days to reteach and preteach.
- \* Each school in the district has a learning strategist to assist with teaching and learning.

China (Middle School):

- \* Re-teaching

Phillips (Phillips Elementary):

- \* When grade level assessments are not completed successfully, we retrain and retest until the assessments are attained. In our K-3 classes we have a Reading First Grant that provides an intervention specialist that is able to target specific needs with our children.
- \* We have after school tutors from our high school and volunteers from our community.

Benton (Elementary School):

- \* YPP (Yearly Progress Pro) - Computer program for math with weekly assessments. The program provides the teacher with a chart of individual and class results on math skills to develop remedial or re-teaching sub groups (gr. 3-6)
- \* Grades 1-3 : weekly running record on each student to design individual instructional reading.
- \* Before & after school study groups three days per week.
- \* We have set benchmark reading levels for grades 1,2,3. Each student's progress is charted quarterly as a whole school and shared with teachers as a visual on school progress. Numbers are assigned to students for confidentiality reasons, but also to be able to ID students.
- \* Very extensive volunteer program. Parents assist teachers to supplement reading, math and writing with students. 1:1 or small group.
- \* High school students receive credit for graduation for volunteering and tutoring students at Benton.
- \* Extensive professional development for staff to assure they have the necessary skills to teach all students.
- \* Test taking strategies embedded in curriculum and daily instruction.

Camden/Rockport:

- \* Middle School recommends summer school for students who are not likely to meet the standard.

Damariscotta (Great Salt Bay Community School):

- \* Classroom modifications
- \* Time after school
- \* Teachers work with students during study halls (5-8)
- \* Title I reading support in reading (1-3)
- \* Remedial math (3-6)
- \* Homework club (5-6)
- \* 3 study halls for 2-8 -regular, controlled seat study and structured study
- \* Summer school (1-8) tutoring when needed

Hope-Appleton-Lincolnton-Camden-Rockport:

- \* Students who do not score 75% or better on the high school math competency test (given in October) receive tutoring after school for 8 weeks in their home school setting. Two students are assigned to each trained tutor, and a retest is given immediately after tutoring.

Mechanic Falls:

- \* Middle school students are required to make up work in summer for failed classes.

New Sharon (Cape Cod Hill School):

- \* Reteach concept
- \* Title I services - small groups
- \* Recess for additional time/help.
- \* Small group with librarian (LA only)
- \* After school program - 2 afternoons a week
- \* Extended year program - summer

**Interventions and Remediations Brainstormed at the 2005 Spring MPA Conference:**

Elementary:

- \* After school programs
  - Homework support/tutoring/skill centers (some programs targeted to specific content areas - others more general)
  - After school child care centers
  - Supported by variety of funding options-
    - 21st Century Grants
    - Safe/Drug Free Schools money
    - Local Funding
    - Participation fees
- \* Common planning time/schedules that support regular, professional, curriculum-focused discussions
- \* Transportation flexibility - late bus (elementary students riding middle school bus to facilitate getting a ride home)
- \* Student Assistance Teams/Child Study teams that result in individual intervention plans
- \* Mentoring programs (older students mentoring younger students, adults/college students mentoring elementary students, Big Brother and Big Sister Program)
  - \* Small class sizes
  - \* Summer school programs
  - \* Full day kindergarten program and pre-K (4 year old programs)
- \* Home school coordinators/Social Workers/Guidance staff promote home-school connections, conflict resolution curriculums, parenting skills
- \* Community connection (town library, local fire/police departments, municipal governments)
- \* Intense, focused programs of professional development (especially during the implementation of new programs)

## Middle Level:

- \* Using data to chart growth (such as NWEA's, Measures of Academic Progress)
- \* Present data to discuss what is working and what is not.
- \* Coordinate curriculum better within same grade level classes and between elementary, middle and high school.
- \* Working from a 12-K level and asking where do we want our students to be at grade 12?
- \* Staff training in professional learning communities and protocols of learning. Example: take staff to Mitchell Institute and look at data (ex. in reading)
- \* Look at research to define what best practices are.
- \* Initiating literacy incentives of:
  - Reading more for pleasure
  - Using reading strategies to learn in the content areas (example in science, in social studies, in math)
  
- \* Teachers taking courses in reading strategies in the content areas. Example: How do you help a student read from the science book?
- \* Establishing a Literacy Academy to access grants from King Foundation and others to foster a pleasure for reading.
- \* After school Literacy Club
- \* Use of Scholastic Reading Inventory Test
- \* After school homework club (with transportation)/before school too.
- \* Test for prior knowledge and move on from that point.
- \* Intervention during the school day.
  - Use study halls (schedule kids struggling with math or ELA to a math or ELS teacher)
  
- \* Using grade level or content level teams for the benefit of student learning
- \* Establish summer school programs for kids not meeting standards (or kids not doing work)
- \* Taking students step by step and letting them know what to do, what to expect.
- \* Organize scheduling for better student focus, attention, and performance. (Example: Unified arts, art, music, foreign language, technology by quarters, trimesters every day instead of 1 or 2 times weekly all year)
- \* Double block of ELA every day
- \* 7th/8th (or other combinations of grade levels) looping in two year rotations
- \* Use Title I services at middle level, as well as at elementary
- \* Study hall workshop in math, ELA, science or social studies
- \* "Sponge" activity every day
- \* Small white marker board near entrance of classroom - here are the materials you need today.
- \* Harry Wong philosophy - create a school wide culture of:
  - When students enter classroom be ready to learn immediately
  - Teachers, be ready to teach
  
  - Thus, more time on task, more achieved!
  - Have set routines and procedures
  - Kids need to be engaged.

## High School (9-12) Activities for Intervention and Remediation

### Interventions:

#### Biddeford High School:

- \* Pinnacle software has been installed to track student data and local and state assessment information.
- \* Learning labs for special needs students with future plans to implement for all students.

#### Cape Elizabeth High School:

- \* A Maine Learning Results math class and Achievement Center have been developed to assist students in meeting the standards. Plato software is available in the Achievement Center.

#### Deering High School, Portland:

- \* Moving towards standards based requirements with a district task force.
- \* Developing remediation and personalization strategies.

#### Edward Little High School, Auburn:

- \* Mentor Program
- \* P.M. School/ designed as an after school program staffed by two teachers for three days per week from 2:00pm to 8:00pm.
- \* Plato Learning Lab

#### Fort Kent Community High School

- \* After school tutorial
- \* SSR (Silent Sustained Reading)
- \* Players and coaches for each grade level (advisor/advisee program)
- \* STAR reading program grades 9 and 10
- \* Pre-standards math course
- \* Pre-standards literacy course
- \* Early college courses for first generation students
- \* SST (Student Support Team)
- \* Student led conferences
- \* Early college program for first generation students

### Gardiner Area High School:

- \* Career Prep two semester courses.
- \* PSAT for sophomores.
- \* College visits for all students.
- \* Junior "College Kick-Off Dinner" followed by a college planning session.
- \* MELMAC Grant used to inform and involve the community in school initiatives.
- \* Beginning in 06-07 all freshmen reading below grade level will take a reading course.

### Houlton High School:

- \* Support time built into block schedule for 80 minutes every other week.
- \* Service Learning opportunity for students to earn ½ credit in academic learning center assisting peers having difficulty.

### Lake Region High School, Naples:

- \* Unitized instruction based on the Maine Learning Results.
- \* Scheduled after school teacher time to work with students in need of support.
- \* Extra help with math during study hall time.
- \* Team studies for freshmen and sophomores.

### Mount Ararat High School, Topsham:

- \* Study Hall with built in math.
- \* Reading and Writing Workshops.
- \* After school assistance available until 4:30pm.
- \* Alternative Program with two teachers.
- \* Literacy Transitions Program for identified students.
- \* Advisory time for students daily and an extended advisory weekly for 50 minutes.

### Sanford High School:

- \* Off campus Alternative School.
- \* Maine Learning Results Teacher and Intervention/Remediation Center.
- \* Freshmen Teaming, including scheduled "Seminar" time for intervention, remediation and enrichment with team teachers and ed. tech's.
- \* Year long English course for all freshmen.
- \* PSAT scheduled for all sophomores.
- \* Rear 180 program course for students reading below grade level.
- \* Advisory program scheduled for 15 minutes per day for the purpose of personalization, mentorship, academic support, etc.
- \* NWEA testing for all freshmen and sophomores.
- \* Student Led Conferences.
- \* STAR after school program; including academic support and recreational activities.
- \* Summer Freshman Transition Program in August; including parent/student meeting to discuss preparation, support, resources, co-curriculars, expectations and more. All freshmen receive their schedule and receive a tour of the building.
- \* Scheduled teacher support after school at least two days per week.

Scarborough High School:

- \* Freshmen Teaming.
- \* Math support built into student schedules for those needing assistance.
- \* Study Center staffed by two certified teachers all day Monday through Thursday and after school from 4:00pm to 6:00pm.

Traip Academy, Kittery

- \* Literacy Specialist on staff.
- \* Math support available.
- \* Looking at Algebra 2 support programs and considering PLATO.
- \* Learning Leadership Resiliency Program with three components: 1) group counseling; 2) monthly community service projects; 3) experiential learning. This program is offered as a .5 credit for high risk students.

Thornton Academy, Saco:

- \* Reading Remediation program.
- \* Differentiated Instruction.

Waterville Senior High School:

- \* Literacy Program.
- \* Freshman study hall with tutorial support.
- \* English course taught through A.T.M. technology.

Wells High School:

- \* Plato Lab
- \* English and math support classes.
- \* Early College Program provided for first generation college and at-risk students.

Remediation Support:

PLATO Learning Technology

Biddeford High  
Edward Little  
Sanford  
Traip Academy  
Wells

Summer School:

Edward Little  
Lake Region  
Sanford  
Waterville in collaboration with Mesalonskee and Winslow

Formalized after school remediation programs:

Edward Little P.M. Program, three days a week from 6:00-8:00 p.m.

Sanford High School "Extended School" for those students who have failed at least one course. Students with a grade of a 60 to 69 use a prescription to earn a pass (P) for the course.

Remedial Courses and Standards Based Remediation:

Houlton  
Scarborough (math)  
Traip Academy (math)

Fort Kent Community High School

- \* After school tutorial
- \* Vacation school for students who lack credit to graduate (potato harvest break and December, February, and April breaks)
- \* SSR (Silent Sustained Reading)
- \* Pre-standards math course
- \* Pre-standards literacy course
- \* SST (Student Support Team)

wddata\curriclm\learning for ME