

Core Subject Area Interventions and Support for Accelerated Students

Language Arts/Reading Core Interventions

For elementary students, the Language Arts/Reading Core Intervention is the *Voyager Passport* and *Ticket to Read* programs. *Voyager Passport* is a comprehensive reading intervention focusing on the six essential components of reading (phonemic awareness, phonics, fluency, vocabulary, oral language, and comprehension) that are strategically integrated in systematic 30-40 minute daily lessons. Through explicit introduction of priority skills, struggling readers access increasingly complex text. There are two components to every lesson: Word Works and Read to Understand. Word Works provides grade-appropriate instruction in phonemic awareness, letter-sound recognition, word reading, and sight words. Each skill is taught explicitly, deliberately, and with a purpose in mind. Read to Understand gives struggling readers daily opportunities to successfully apply newly learned skills with accessible and engaging text. Vocabulary instruction builds students' lexicon while comprehension instruction helps students read more strategically.

Ticket to Read is Voyager's exciting technology component. This component is available to all K-5 students regardless of their reading ability. This web-based skill-builder invites students to read hundreds of engaging and informative passages and become more fluent, learn more vocabulary words, and comprehend more about the world around them. As they learn they earn tickets for hundreds of virtual prizes to decorate their personal clubhouse. Web-based technology allows 24/7 hassle-free access for students anywhere they can connect online. Oral fluency assessment scores place students at one of sixteen levels – students begin reading where they are appropriately challenged. Whether students are at the head of the class or struggling readers, they experience meaningful gains.

Secondary reading interventions at the middle school level consist of the *Language!* reading program for Intensive Reading Plus students and the *Voyager Passport Journeys* reading program for Intensive Reading students. *Voyager Passport Journeys* includes research-based lessons which address word study, vocabulary and comprehension skills of students. Explicit instruction, teacher-directed activities, online learning tools, DVDs, independent motivational online learning activities, and age-appropriate topics engage and motivate students to build and further develop their reading and writing skills. *Language!* is a comprehensive reading program that provides instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. The goal of the program is to significantly accelerate literacy development for students reading below grade level.

At the high school level, the core intervention programs are *Hampton Brown Edge* and *SIPPS* for Intensive Reading Plus and *Jamestown Reading Navigator* for Intensive Reading. *Hampton-Brown Edge* components include Student Texts, Interactive Practice Books, and a Classroom Library. Units center on essential questions, vocabulary study, motivating student engagement, comprehension/ critical thinking, fluency, and writing through reading relevant literature. Software allows students to read literature silently, listen to fluent reading and practice oral reading fluency. In addition, the *Teaching Edge* website with additional resources is available for teachers. *SIPPS* is to be used in conjunction with *Edge*. *SIPPS* is a decoding curriculum which teaches the prerequisites for developing reading fluency and comprehension. This program assists students using a unique process to build fluency skills quickly and effectively. *Jamestown Reading Navigator* is an adaptive online learning system with print resources and teacher-directed instruction to provide a comprehensive, intensive intervention program that addresses all aspects of literacy – phonics, phonemic awareness, fluency, vocabulary development, comprehension skills, and writing. This program revolves around small group teacher-led instruction, collaborative and independent work groups, *InClass* readers, and the *Critical Reading Series*.

Language Arts/Reading Interventions and Support for English Language Learners

ELL students, grades K-12, in selected schools are given instruction using the ELLIS program which is an English language development software program that has been designed for maximum learning with maximum ease by creating a virtual language experience for English language learners at all levels.

ELLIS is a complete suite of multimedia software designed to teach learners of varying ages and levels to speak and understand English. With thousands of hours of instruction, ELLIS curriculum combines graphic, full-motion video, digitized sound and voice recording, animation, text, and support for 60+ native languages in a comprehensive and user-friendly environment.

ELL students also receive support through ACHIEVE 3000 through its two products Teenbiz3000 and KidBiz3000 that address differentiated instruction for grades 2 through 12 using a web-based individualized learning solution. Lexiles correlate reading ability with content readability of non-fiction current event articles. Students engage in learning specific skills required for content-area reading. Passages administered at the child's individual readability level develop non-fiction reading comprehension, vocabulary development, and writing proficiency. The Five-Step Literacy Routine, a research-based daily core sequence, provides for a formal and an informal writing experience.

Mathematics Core Interventions and Student Support

The District provides guidance to schools regarding the appropriate intervention/acceleration materials that may be used for grades K-12 through the Miami-Dade County Public Schools (M-DCPS) Comprehensive Mathematics Plan. A listing of these materials may be viewed at <http://math.dadeschools.net/documents/compMathPlan/Chpt5InstructionalMaterials.pdf>

Additionally, the M-DCPS Mathematics Plan specifically outlines intervention guidelines and resources for schools. An excerpt of this information is provided as an attachment to this document.

Cooperative Groups of Mixed Ability

Classroom teachers may place students in cooperative groups of mixed abilities to complete a daily. Students who are struggling can benefit and learn from peers. When students explain their learning to peers, they engage in a brain-based rehearsal strategy that increases retention.

Mathematics Centers

Mathematics centers within the classroom provide opportunities to individualize learning experiences for small groups or individual students. Centers may be set up using instructional tools such as manipulatives with activities that focus on specific remedial skills or enrichment activities for accelerated students.

Computer Assisted Instruction for Remediation and Acceleration

Across schools, technology is infused into instruction through various web-based or software programs utilized both in individual classrooms and in computer laboratories. For mathematics, examples of such programs include SuccessMaker, Grades 3-5, Gizmos, Grades 4-11 (whole group or individual), Compass Learning, Riverdeep and FCAT Explorer. Instruction may be personalized to the students' needs by either serving as a tool for remediation or enrichment.

Coordinated Intervention Among School Staff

The school staff works together to plan intervention strategies for individual students. The counselor will check on struggling students on a weekly basis and communicate with the parent and teacher. Communication among teachers of struggling students, the counselor, and the student provides a safety net for the student.

Small Group Guided Instruction

Teachers may form small groups of students (5 or less) who need additional assistance with a concept and work with them in a small group while the rest of the class is working on independent practice. Small group instruction addresses individual needs effectively and efficiently and increases student understanding and grasp of course content. This strategy also motivates students and generates greater student involvement in learning.

Intensive Mathematics Remediation for Secondary Students

"For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year" (Florida Statue 1003.428). Remediation may be integrated into the

student's required mathematics course, offered as a pull-out, or offered as Intensive Mathematics, an elective course, in addition to the regular mathematics courses (Student Progression Plan). The following textbooks were purchased by the District for implementation in the Intensive Mathematics courses in all Correct II "D" and "F" middle and senior high schools: *NumberWorlds* from SRA/ McGraw-Hill for grades 6-8; *Inside Algebra* from Cambium Learning for 9th grade Intensive Math; Carnegie Learning's *Bridge to Algebra* for 10th grade Intensive Math.

Interventions and Support for English Language Learners

The Waterford program supports learning from grades K-2 for ELL students in the areas of Mathematics and Science. The Waterford Institute developed this curriculum with significant contributions from leading researchers and ongoing research, development, and testing incorporate the latest scientific learning. Learning is self-paced allowing students the time they need to absorb initial instruction. It is highly interactive with discovery-based learning engagement building on children's native curiosity. Waterford provides individualized instruction and easy-to-use reports. Teachers are alerted if additional intervention is required.

Gifted Programs

Miami-Dade County Public Schools (M-DCPS), Gifted Education Program emphasizes a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or social studies. Such a differentiated curriculum provides for in-depth consideration of topics and concepts beyond the requirements of regular courses, and therefore, is designated as an academically accelerated program.

The curriculum for the gifted student assures access to the general curriculum with emphasis on what the Educational Plan (EP) team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance. Therefore, the curriculum for gifted students reflects Florida's NGSSS through the implementation of the District's Pacing Guides and the Gifted Goals and Objectives identified in the students' EPs. These include, but are not limited to, the important concepts of: critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, and problem solving.

Gifted students need a complex physical environment that includes a balance between the books and materials used in the general classroom and supplemental instructional materials to help meet their needs as gifted learners. Materials for gifted students in M-DCPS address an integrated or thematic approach designed to respond to gifted learners' characteristics of precocity, intensity, and complexity through advanced content, higher level processes and product development, and interdisciplinary concepts, issues, and themes. Gifted students are exposed to District-adopted core curriculum materials, as well as supplemental materials to address their abilities, learning styles, and interests.