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The SERVE Center at The University of North Carolina Greensboro is a university-based research, development, dissemination, evaluation, and technical assistance center. For more than 24 years, SERVE Center has worked to improve K-12 education by providing evidence-based resources and customized technical assistance to policymakers and practitioners.



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Overview

CISNC Introduction

In the 2014-2015 school-year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions and supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student's academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high impact intervention and support delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at www.cisnc.org.

Using Evidenced-Based Strategies

There are a multitude of strategies that claim to address coursework, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

CISNC uses the Response to Intervention (RTI) framework as the basis for its practices. RTI is a multitiered framework of academic and behavioral interventions that require school staff to make instructional decisions based on data. This document focuses on a Tier 2 strategy. Tier 2 strategies typically focus on students who have not responded to Tier 1 supports and include supplemental instruction and interventions that are periodically monitored to ensure students are responding to the supports. Tier 2 supports are targeted, structured, and explicit and can take place in small groups or general education classrooms.

CISNC calls for the use of evidence-based interventions versus generally researched practices. The National Center on Response to Intervention (NCRTI) defines evidence-based interventions as:

... an intervention for which data from scientific, rigorous research studies have demonstrated (or empirically validated) the efficacy of the intervention.

Applying findings from experimental studies, single-case studies, or strong quasi-experimental studies, an evidence-based intervention improves student learning beyond what is expected without that intervention (Center on Response to Intervention [Center on RTI] at American Institutes for Research and the National Center on Intensive Intervention (NCII), 2014, p. 4).

Whereas a research based curricula “may” incorporate strategies that have been generally researched, but not studied using a rigorous research design. The following suggestion is based on interventions that have been studied using a scientific, rigorous research design. When incorporated with fidelity and as a part of a systematic process, students should positively respond to these strategies.

This document is written to provide intensive coursework interventions based on the best evidence from prior research and recent evaluations in middle schools. In the context of our review, we propose two interventions designed to help struggling middle school students:

- Coursework – Supplemental Reading
- Coursework – Organization and Study Skills

This document will focus on one easy to implement reading intervention for middle schools.

Problem/Rationale

The Common Core State Standards for elementary and secondary education have been implemented to ensure that students are college and career ready for a globally competitive society upon high school graduation. A college and career ready student is defined as one who, upon high school graduation, has the foundational knowledge and skills of a first-year college student; in other words, students going directly to college would not require remedial coursework and those going directly to the workforce would have the skills necessary to adapt to progressive work environments (ACT, 2008). Currently, more than 40% of students are leaving high school without being college and career ready (Achieve, 2012).

College and career readiness, however, is a process that occurs over time, rather than at a single point in time. Research indicates that students’ academic preparation (behavioral and cognitive development) and achievement before high school (i.e., elementary and middle school) plays a greater role in their college and career readiness by the time they graduate from high school than their actual academic achievement in high school (ACT, 2008). Moreover, developing organization and study skills for students who struggle with the core curriculum is critical to their academic success as it raises self-confidence, promotes social success, and supports a positive attitude toward coursework and career planning (ACT, 2008). Strong emphasis should be placed on students’ acquisition of

foundational knowledge and skills as well as on students' academic behaviors early in their academic career.

Furthermore, in addition to regular screening to identify students who fall below benchmark scores or are not making satisfactory progress with the core curriculum, targeted and sustained interventions should be provided to struggling students, based on individual need, over an extended period of time. The intervention should involve data-based decision making, frequent checking and monitoring of the student's academic growth measures, and faithful implementation of the core curriculum and supplemental instruction in targeted areas (Lembke, Hampton, & Beyers, 2012).

Purpose

The purpose of this document is to focus on one easy to implement intervention that can be used in middle schools. Student Support Specialists can supplement struggling students' academic development with:

- Intensive instruction and practice in organization and study skill development.
- Additional intervention strategies for schools.

Implementation Plan

Uses

Middle schools can use the sample intervention plan to assist at-risk students in developing effective organization and study skills and overall academic outcomes. As identified in the sample intervention, there may be times when the Student Support Specialist, teacher, or other instructional and support staff will assume primary responsibility for a component of the intervention, while at other times additional school staff such as a School Intervention Team will be collectively responsible for aspects of implementation of the intervention. Such distinctions will be noted in the sample intervention.

Audiences

The primary audience for this intervention is middle school students.

Materials/Equipment/Space

- Screening/assessment results
- Computer lab space or iPads for 10 students

Note: For presentations, check for access to computer, Smartboard or data projector and screen, relevant power cords, and remote slide advancer.

Time

- One Semester.
- 45-50 minutes daily.

Sample Intervention – IOS Seminar (Independent Operating System)

Activity	Decision Making Level	Process Notes
<p>Create an intervention portfolio for each student.</p> <ul style="list-style-type: none"> - Closely examine individual student data to identify which topical areas require additional instruction (e.g., comprehension, fluency, etc.). 	<p>Assumes the Student Support Specialist (SSS) is working in collaboration with the school’s intervention support team (IST) and a Student Support Plan (SSP) has been developed for the student.</p>	<p><i>The intervention support team (IST) is a school-level team that serves as the primary problem solving team for all types of academic and behavioral learning issues. The team should include the classroom teacher, parent, resource or specialists as needed, guidance counselor, and principal (or designee).</i></p> <p><i>The Student Support Plan (SSP) is the needs-based plan of CISNC supported intervention/supports provided to students who have been identified as needing targeted (tier 2) or intensive (tier 3) interventions and supports or supports to be successful in school and life.</i></p> <p><i>Sample data sources include: grade level benchmarks/curriculum based measurements (CBMs) such as EOG, EVAAS, PowerSchool, other assessment data, grades/GPA, teacher recommendation, as well as attendance and disciplinary records.</i></p>
<p>Establish intervention framework.</p> <ul style="list-style-type: none"> - Group (10 students max), session length, and number of weeks should align with school schedule and resources. - Seminar should be held in place of an elective such as music or art, and <u>not</u> at a time when the core curriculum is being taught. - Group size should allow for increased opportunities to respond 	<p>SSS and IST</p>	<p><i>Ensure that students are matched at the right intervention level, grade level and with students at the same level of need.</i></p>



Activity	Decision Making Level	Process Notes
<p>to and receive feedback.</p> <p>Determine curriculum content. Seminar components should:</p> <ul style="list-style-type: none"> - Provide explicit instruction appropriate for students’ needs and developmental level. - Each unit should build on or incorporate skills from previous units. - Build skills gradually (i.e., vary pace to respond to students’ needs). - Follow scope and sequence of instruction for skills/strategies. 	<p>SSS and IST</p>	<ul style="list-style-type: none"> - Determine unit length based on student need and progress. - Spend at least one week on each unit; longer for units using forms or unique tools such as graphic organizers, computers, etc. so that students can become proficient users. <p><i>Sample Unit Topics:</i></p> <ul style="list-style-type: none"> - Goal Setting - Using and Maintaining a Planner - Time Management - Self-Management - Using Technology - Communicating and Connecting with Adults in School - Asking for Help (Self-Advocacy) - Notebook Organization - Completing Homework - Note taking Strategies - Study Habits - Text Taking Strategies - Tracking Academic Progress - Creating a Graduation Plan <p><i>Adapted from Swain-Bradway, J. & Pinkney, C. J. (n.d.). See resource section.</i></p>
<p>Conduct an initial meeting with each student.</p> <ul style="list-style-type: none"> - Incorporate a goal setting and self-monitoring tool. - Provide a progress tracking chart for each student. 	<p>SSS</p>	<ul style="list-style-type: none"> - Meet with each student individually prior to initial seminar session (or use the first seminar session) to assess student’s own sense of organization and study skills and establish goals. - Work with student to develop a personal reward system for reaching goals. <p><i>Sample resource: ACCESS Weekly Record and Program Overview. Retrieve from http://wested.mediacore.tv/media/access-class-weekly-record-and-program-overview</i></p>
<p>Convene seminar at daily designated time.</p> <ul style="list-style-type: none"> - See sample session format below. - Provide corrective and positive feedback in a supportive, neutral tone. - Praise students regularly for their hard work. 	<p>SSS</p>	<ul style="list-style-type: none"> - Create a comfortable class climate. Room should be organized for maximum student-instructor interaction.

Activity	Decision Making Level	Process Notes
<p>Monitor student progress.</p> <ul style="list-style-type: none"> - Review student self-monitoring forms. - Monitor student engagement level, motivation, behavior, etc. - Establish intervention benchmarks to monitor overall student progress. - Review progress with IST every 9 weeks. 	<p>SSS (predetermined with IST)</p>	<p><i>Progress monitoring provides a valid picture of the student's overall growth. Progress monitoring (e.g., talking with teachers, reviewing performance, attendance, or disciplinary data) should be reviewed at a frequency that matches the risk and need of the student. It can also indicate when a student may no longer need the intervention or to regroup students who continue to need the intervention at different levels/targeted areas.</i></p> <p><i>Suggested intervention benchmarks:</i></p> <ul style="list-style-type: none"> - <u>9 weeks</u>: Review student intervention portfolio, classroom work, behavior charts, etc. <ul style="list-style-type: none"> • Assess skills needed to be reviewed or re-taught. - <u>18 weeks</u> (end of semester): Is the student progressing to grade level? <ul style="list-style-type: none"> • If yes, should student exit the intervention? How will their progress be monitored? • If not, are critical components missing from the lessons/intervention?

Sample Lab Session – How to Conduct an Effective Internet Search (Technology Unit)

Activity	Process Notes
<p>Introduce students to the technology unit:</p> <ul style="list-style-type: none"> - Tell students that: <ul style="list-style-type: none"> • Understanding the purpose and uses of various types of technology is critical for school and future career success. • Using technology also helps to develop organizational and study skills. • There are many benefits to technology. For example, the internet provides faster and easier access to reliable information. 	<ul style="list-style-type: none"> - <i>Remind students that they should always use technology responsibly.</i> - <i>In addition to what students may have at home, encourage students to use the technology resources offered at school, neighborhood libraries or local community centers to help develop more skills and explore more uses for technology.</i> - <i>Remind students that good work takes time and thought. Just because you may be able to use technology to cut down the amount of time spent on a task (e.g., typing a paper instead of handwriting it) does not mean you should not set aside a good amount of time to do quality work.</i> <ul style="list-style-type: none"> • <i>It is easy to become distracted. Avoid online distractions such as clicking on pop ups or playing online games. Also keep social network sites closed when you are doing</i>



Activity	Process Notes
<p>Step 1: Provide explicit instruction on how to use technology to search for information (i.e., internet search strategy). (10-15 min)</p> <ul style="list-style-type: none"> - Tell students the goal of internet searches is to effectively locate, select and evaluate information needed to complete a given task (e.g., class assignment, planning a vacation, etc.). <ul style="list-style-type: none"> • The internet is easily accessible (can be done at home), free and has a large variety of current and reliable information (depending on the source). For example, if you were writing a paper on presidential elections, a history textbook or encyclopedia from five years ago (e.g. 2010) will not state that President Obama was reelected to a second term, but a search on the internet would provide that information. - Define the steps of an effective internet search strategy and provide a rationale for each step. (See also Step 2 & 3 process notes). <p><u>Internet Search Strategy</u></p> <ul style="list-style-type: none"> - Assess what you already know about the topic. - Plan a search. - Execute the search. - Evaluate the information found according to required criteria (e.g., assignment guidelines) - Organize/present the information in a useful format <ul style="list-style-type: none"> - Break each step into parts and over several days of instruction. 	<p style="text-align: center;"><i>schoolwork.</i></p> <ul style="list-style-type: none"> - <i>This strategy is useful for gathering any type of information regardless of source or medium (e.g., library search, interviews, etc.). It helps students to mentally process how they should approach learning and aid in retention of new information. It also helps students to gain a better understanding of the content they are searching for and critically assess the information as well as the source of the information.</i> - <i>Remind students that mastering the internet search strategy is useful for developing organizational and study skills in general. This strategy can be used to study for tests, organize and write papers, give class presentations, etc.</i> - <i>Remind students that the internet is not the only source of information. Using class textbooks and/or physically going to the library are also very useful and sometimes necessary when learning about a particular topic. For example, you may not have access to entire books on the internet, or, information may be contained on databases that require you to pay (have a subscription) to use them.</i>
<p>Step 2: Provide guided practice on strategy use. (10 min)</p> <ul style="list-style-type: none"> - Demonstrate one step of the search strategy (e.g., plan a search). - Break the plan into smaller parts. - Demonstrate the process of selecting search terms; move from general to specific. - Demonstrate using Boolean searches (e.g., quotation marks, parentheses, etc.). - Demonstrate how different the process is using two or more search engines. - Have students suggest additional search terms, phrases, etc. - Have students share other ways they approach an internet search. Test for effectiveness and provide direction/correction. 	<ul style="list-style-type: none"> - <i>Planning a search involves identifying key words and synonyms, combining multiple words, searching by specific author, as well as discerning credible sources (e.g., credible websites, reliable search engines, etc.)</i> - <i>Think aloud as you refine search terms, click links, etc.</i> - <i>Remind students that their search skills will develop with more practice and as they use it for different subjects.</i> <p><u>Assessing What You Already Know</u></p> <ul style="list-style-type: none"> - <i>Approach the task as a question to be answered.</i> <ul style="list-style-type: none"> • <i>What do I already know about this topic?</i> - <i>Review the importance of good organization.</i> - <i>Ask students: Where is the information (what you know) located? In your head, class notes, etc.? Can it be accessed easily to save time on the</i>

Activity	Process Notes
	<p><i>actual search?</i></p> <p><u>Selecting Search Terms</u></p> <ul style="list-style-type: none"> - <i>Begin with vocabulary in the textbook, terms from class lecture, directions in the assignment, etc. You can also use a dictionary or thesaurus to identify syllables or ask a librarian for help.</i> - <i>Don't just paste the assignment question into the search field.</i> - <i>Encourage ESL students to search in their native language. This may help the student identify better search terms, engage in a more efficient search, choose more credible sources, and gain a clearer understanding on the topic.</i> <p><u>Evaluating the Source (e.g., Is the website credible?)</u></p> <ul style="list-style-type: none"> - <i>Google is not the only search engine.</i> <ul style="list-style-type: none"> • <i>Discuss how search engines identify potentially relevant information, how websites are organized, etc.</i> - <i>Consider other types of websites.</i> <ul style="list-style-type: none"> • <i>Depending on the topic, consider other sources such as national associations related to a specific topic (e.g., Alzheimer's Association), federal or state government agencies (e.g., US Department of Education), reputable foundations, university websites, etc.</i> • <i>YouTube can be useful for learning technical information/watching demonstrations ("how to").</i> - <i>Caution students that Wikipedia should not be listed as a citation; not a respected source of information.</i>
<p>Step 3: Independent learning. (20-25 min)</p> <ul style="list-style-type: none"> - Have students practice executing the search strategy on their own on the following (or make up your own): <ul style="list-style-type: none"> • Choose the best campground to vacation in your state. The campground must have a pool, air conditioned cabins, horseback riding facilities within 10 miles (if not on site), and cost a family of 5 no more than \$500 for a week's stay (meals included). - Tell students to record the terms used and number of hits they obtained for each search. - Have student report their findings and justify their choice. 	<ul style="list-style-type: none"> - <i>Scaffold students' learning by providing guidelines and/or asking guiding questions.</i> - <i>Provide general guidelines for strategy execution.</i> <ul style="list-style-type: none"> • <i>Initially skim information ("hits") for relevancy to search criteria (key terms). Don't just settle for the top 3-4 hits or only look on the first page of hits.</i> • <i>Refine the search using new vocabulary, synonyms, or key phrases identified in the previous step or use Boolean searches to limit search results.</i> • <i>Explore sources that are constantly repeated and relevant to the topic.</i> • <i>Keep track of terms already used, sites visited, etc.</i> - <i>Evaluate the information found.</i> <ul style="list-style-type: none"> • <i>How extensive was the search?</i> • <i>Does the information meet the required</i>



Activity	Process Notes
	<p><i>criteria?</i></p> <ul style="list-style-type: none"> • <i>Is the source reliable/credible/accurate?</i> <p>- <i>Organizing the information</i></p> <ul style="list-style-type: none"> • <i>Is the information useful for the purpose of the task or assignment?</i> • <i>Does it add to knowledge?</i> • <i>What is the best way to share or present the information?</i>
<p>Step 4: Provide constructive feedback and support.</p> <p>- Check student work and provide feedback.</p>	
<p>Step 5: Student self-reflection/self-monitoring.</p>	<p><i>Have students self-evaluate their mastery of the internet search strategy:</i></p> <ul style="list-style-type: none"> - <i>How is this strategy different than the way you normally use the internet (e.g., personal stuff)?</i> - <i>How easy is the strategy to use?</i> - <i>How has this strategy affected the amount of time spent on assignments requiring internet searches?</i> - <i>Is this strategy useful for other kinds of schoolwork not requiring technology?</i> - <i>What differences have you observed in the quality of your work since using this strategy?</i> - <i>Have you noticed any difference in how you process, understand and retain information since using this strategy?</i>

Suggested Supplemental Activities

- Plan professional development days to train school staff on the intervention framework.
- Develop an intervention support team to facilitate intervention (if the school does not already have one in place).
- Conduct a school-wide self-assessment/readiness to implement specific components and practices (e.g., screening and monitoring, core reading topics to be covered during interventions, systematic and intensive instruction in tiered interventions).
- Plan regular data days to review the results of screening, benchmark, and/or end-of-year assessments.



Resources

The following resources are identified as part of the intervention. Read through these resources carefully to become familiar with any concepts and instructions as they pertain to the content and intervention.

Swain-Bradway, J. & Pinkney, C. J. (n.d.) *Academic Seminar, the High School Behavior Education Program, 2nd Edition*. Retrieve from http://www.pbis.org/Common/Cms/files/pbisresources/Acdemic_Seminar_Handbook_Second_Edition.pdf

The following resources will provide additional information and suggestions for enhancing intervention activities and using data for decision making. Read through the resources carefully to become familiar with the information, any concepts and instructions as they pertain to the content and the extension of activities, and to determine their level of usefulness to the specific intervention.

Center on Response to Intervention

The Center on RTI is a national leader in supporting the successful implementation and scale-up of RTI and its components to states, districts and schools. <http://www.rti4success.org/>

Doing What Works Library

Doing What Works helps educators understand and use research-based practices. This library includes interviews with researchers and educators, multimedia examples and sample materials from real schools and classrooms, and tools that can help educators take action. <http://dwwlibrary.wested.org/>

Intervention Central

Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards.

<http://www.interventioncentral.org/>

Academic Survival Skills Checklist Maker (Manual)

http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_tools/Wright_2012_Academic_Survival_Skills_Checklist_Maker_Manual.pdf

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Measuring Success

Identifying outcomes and collecting data to measure the success of the intervention can help track the quality of implementation as well as the effectiveness of the intervention. In addition to state/district benchmark assessments, following are some additional suggestions that may be useful to measure success.

- General student outcomes.
 - Curriculum-Based Measurements.
 - Weekly progress monitoring.
 - Attendance and/or disciplinary reports.
- Content mastery.
 - Assess student rate of progress (e.g., # sessions for student to attain consistent mastery).
- Observations (Student Support Specialist, teacher).
 - Student engagement and effort.
 - Documented conversations with teachers, other school personnel, student, etc.
- Fidelity of implementation.
 - Fidelity to lesson plan/sessions.
 - Length of time per session.
 - Effectiveness of intervention curriculum.
- Student feedback.
 - Usefulness of seminar for academic and self-management goals.
 - Areas for improvement/expansion.
- Parental feedback.

Appendices

A. References

B. Research Alignment

Appendix A: References

- Achieve (2012). *How well is North Carolina preparing all students for college, careers and life*. [Slide deck]. Retrieved from <http://www.achieve.org/north-carolina>
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- Whitehurst, G. J. (2004, April). *Making education evidence-based: Premises, principles, pragmatics, and politics*. Evanston, IL: Northwestern University Institute for Policy Research, Distinguished Public Policy Lecture Series. Retrieved from <http://www.northwestern.edu/ipr/events/lectures/DPPL-Whitehurst.pdf>

Appendix B: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Cantrell, S. C., Almasi, J. F., Carter, J. C., Rintamaa, M., & Madden, A. (2010). The impact of a strategy-based intervention on the comprehension and strategy use of struggling adolescent readers. <i>Journal of Educational Psychology, 102</i>(2), 257-280.</p>	<p>This study examines the impact of the Learning Strategies Curriculum (LSC), an adolescent reading intervention program on 6th grade students' reading comprehension and strategy use.</p> <p>The LSC is divided into three strands: acquisition, storage, and expression. Each strand includes a number of strategies designed to help students derive information from texts, identify and remember important information, or develop writing or academic competence. Students in this study</p>	<p>171 students in the intervention group and 131 students in the control group.</p>	<p>Sixth grade students in the targeted intervention significantly outperformed students in the control group ($p = .034$) on the GRADE, a standardized test of reading achievement.</p>	<p>The LSC was a supplement to the regular curriculum wherein students in the targeted intervention received the regular language arts curriculum plus an extra 50–60 min of the LSC per day over the course of the school year.</p> <p>Each strategy of the LSC had a corresponding instructional manual giving detailed instructions for how to teach it and document student progress. Each manual included eight critical instructional procedures common across the strategies: pretest and make commitments, describe, model, verbal practice,</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>were taught the strategies of word identification, visual imagery, self-questioning, paraphrasing, and sentence writing.</p> <p>All students were provided the whole-school model, but only a randomly selected group of struggling readers received the targeted intervention.</p> <p>Students who scored two or more grade levels below their grade were randomly selected for intervention.</p>			<p>controlled practice and feedback, advanced practice and feedback, posttest and make commitments, and generalization.</p>
<p>Faggella-Luby, M., & Wardell, M. (2011). RTI in a middle school: Findings and practical implications of a tier 2</p>	<p>The purpose of this study was to investigate the effects of three standard treatment conditions</p>	<p>86 5th and 6th grade at-risk students from one middle school.</p>	<p>The dependent measures were the AIMSweb Maze, a cloze measure that assessed sentence level reading</p>	<p>The experimental SS condition teaches three strategies: students learn to ask themselves seven story-related questions,</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>reading comprehension study. <i>Learning Disability Quarterly</i>, 34(1), 35-49.</p>	<p>of instruction, Story Structure (SS), Typical Practice (TP), and Sustained Silent Reading (SSR), on the reading comprehension of at risk students.</p> <p>Students were selected for intervention if their scores fell below 48 and 52 respectively for 5th and 6th grade on the Degrees of Reading Progress (DRP) test.</p> <p>Once selected, students were randomly assigned to conditions: experimental (SS), comparison (TP), and SSR.</p> <p>Cloze: The AIMSweb Maze, a standardized, curriculum-based</p>		<p>comprehension, the Strategy-Use test to examine the degree to which the experimental students used the SS strategies, and the Gates-MacGinitie Reading Comprehension.</p> <p>Cloze: for 6th grade, there were significant differences between the SS mean scores and the SSR group mean scores, as well as between the TP mean scores and the SSR group mean scores. Both the SS and TP mean scores were larger than those of the SSR group but not significantly different from one another.</p> <p>Strategy-Use: mean scores were equivalent</p>	<p>students engage in story-structure analysis by identifying and labeling specific elements, students learn to use a five-sentence summary writing formula to produce a written account of the narrative and students use a graphic organizer to record self-questions and answers. Instruction took place in 30 minute sessions 2-3 days per week over 18 weeks.</p> <p>The TP condition focused on mini-lessons on the components of active reading. Each lesson consisted of a brief introduction of the term by the teacher followed by a guided reading activity in which students were prompted to use the new skill.</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>cloze measure, was administered to all students at posttest. The Cloze is a timed, multiple-choice assessment that measures sentence-level reading comprehension.</p>		<p>regardless of grade level or instructional condition.</p> <p>GMRT: the average comprehension posttest scores were significantly higher for 6th graders than for 5th graders when collapsing across conditions. GMRT scores were equivalent regardless of instructional condition.</p> <p>SS and TP instructional methods had the most impact on all three measures.</p>	<p>The SSR condition had students read silently for 30 minutes each day.</p>
<p>Graves, A. W., Duesbery, L., Pyle, N. B., Brandon, R. R., & McIntosh, A. S. (2011). Two studies of tier II literacy development. <i>The Elementary School</i></p>	<p>The purpose of this article is to report our investigation of the effects of Tier I and Tier II instruction on sixth-grade struggling readers.</p>	<p>Study 1, N=59; 31 in the treatment group and 28 in the control group.</p> <p>Study 2, N=50; 30 in the treatment group</p>	<p>Dependent measures were: test of oral reading fluency (ORF), test of vocabulary (VOC), test of syntactic reading comprehension</p>	<p>In study 1 and 2, treatment group students were placed in groups of three and were instructed for 3 hours/week over 10 weeks (Tier II). Control</p>



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<p><i>Journal</i>, 111(4), 641-661.</p>	<p>In Study 1, authors replicated a previous pilot intervention, adding random assignment to conditions, more vocabulary instruction, and a vocabulary measure. In study 2, authors replicated study 1, adding more rigorous preparation for instructors and an additional comprehension measure, the Woodcock Reading Mastery Test—Revised (WRMT-R/NU) passage comprehension subtest.</p> <p>In both studies, students were randomly assigned to treatment and control groups.</p>	<p>and 20 in the control group.</p>	<p>(MAZE), and passage comprehension subtest of the Woodcock Reading Mastery Tests-Revised/NU (WRMT-R/NU).</p> <p>Study 1: ORF rates for both groups improved; however, the treatment group had a significant gain from 88.7 pretest to 106.8 post-test wpm. Students in the treatment group with learning difficulties improved their wpm rate from 56.6 to 78.4. No significant difference between groups on vocabulary; both groups increased at about the same rate. No significant difference between groups for reading comprehension; both groups increased at</p>	<p>students attended their elective or English language arts classes as usual.</p> <p>Tier I was implemented for all students in both groups (treatment and control). These students were required to take a 2-hr block of ELA. In Tier I, ELA teachers gave weekly writing and reading assignments.</p> <p>Tier II instruction consisted of word analysis including beginning decoding or structural decoding, fluency development, and reading comprehension with vocabulary development.</p>



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			<p>about the same rate.</p> <p>Study 2: ORF rates for both groups improved; however, the treatment group had a significant gain from 88.3 pretest to 109.9 posttest wpm. Students in the treatment group with learning difficulties improved their wpm rate from 65 to 78.6. No significant difference between groups on vocabulary; both groups increased at about the same rate. No significant difference between groups for reading comprehension; both groups increased at about the same rate. On passage comprehension there was a significant difference between</p>	



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			<p>groups. The treatment group increased from 24.3 pretest to 26.6 posttest while the control group fell from 30 pretest to 29.1 posttest.</p> <p>When the results of both studies were combined, it was shown that ORF was the only measure to maintain a significant difference between groups with the treatment group outperforming the control group. A similar increase was found for both groups in vocabulary and reading comprehension.</p> <p>Providing students with Tier I and II interventions proved</p>	



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			to be significant only on ORF. Vocabulary, reading comprehension and passage comprehension increased for both groups, although not a significant difference in favor of the treatment group.	
<p>Vaughn, S., Cirino, P. T., Wanzek, J., Wexler, J., Fletcher, J. M., Denton, C. D.,...Francis, D. J. (2010). Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary intervention. <i>School Psychology Review</i>, 39(1), 3-21.</p>	<p>This study examined the effectiveness of a year-long, Tier 2 intervention with a group of 6th grade students with reading difficulties. The intervention emphasized word recognition, vocabulary, fluency, and comprehension.</p> <p>The Texas Assessment of Knowledge and Skills (TAKS) was used</p>	<p>327 struggling students and 249 students in the typical group.</p>	<p>Students who participated in the Tier 2 intervention showed gains on measures of decoding, fluency, and comprehension, but differences between gains for Tier 1 and Tier 2 students were small.</p> <p>Students who received the researcher-provided intervention scored significantly higher than students</p>	<p>All students learned from teachers who participated in researcher-provided professional development designed to integrate vocabulary and comprehension practices throughout the school day (Tier 1).</p> <p>Tier 2 was broken down into three phases. Phase 1 consisted of 25 lessons taught over 7-8 weeks and emphasized word</p>



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	to identify struggling readers.		who received comparison intervention on measures of word attack, spelling, the state accountability measure, passage comprehension, and phonemic decoding efficiency.	<p>study and fluency. Word study was promoted using strategies for decoding multi-syllabic words. Fluency was promoted by using oral reading fluency data and pairing higher and lower readers for partner reading. Vocabulary was also addressed by teaching the meaning of words through definitions, along with examples and non-examples of how to use the words. Comprehension was addressed by asking students to answer relevant comprehension questions.</p> <p>Phase 2 of the intervention emphasized vocabulary and comprehension. Phase 2 lessons occurred over a</p>



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				<p>period of 17-18 weeks. Word study and vocabulary was taught through a review of strategies learned in Phase 1 by applying them to new vocabulary words. Fluency and comprehension were taught 3 days a week by reading and providing comprehension instruction with expository social studies text and 2 days a week by reading and comprehending narrative text in novels.</p> <p>Phase 3 continued over 8-10 weeks and maintained the instruction emphasis on vocabulary and comprehension.</p>



Best/Promising Practices

Promising Practice	Source(s)	Comments/ Limitations
Academic Seminar	Bradway-Swain, J., & Pinkney, C. J. (n.d.). <i>Academic Seminar, the High School Behavior Education Program, 2nd Edition</i> . http://www.pbis.org/Common/Cms/files/pbisresources/Acdemic_Seminar_Handbook_Second_Edition.pdf	<p>The Academic Seminar Class should be a semester course for credit. Academic Seminar is a secondary level intervention that targets work completion for middle and high school students by:</p> <ul style="list-style-type: none"> - Teaching and providing practice in academic self-management and organizational skills. - Increasing positive adult interaction and specific behavioral prompts through the classroom model of interaction. - Teaching students to recruit necessary support from teachers and school staff. <p>These goals are accomplished in a 45-minute period that is a combination of explicit teaching of academic management skills and supported homework completion. The overarching goal of the class is for students to become fluent in the organizational and self-management skills required for successful completion of class work, homework, tests, and projects.</p> <p>The Academic Seminar curriculum focuses on the following academic activities: greeting, acknowledgement, feedback request, asking good questions, support request, planner use and maintenance, notebook organization, creating of a graduation plan, goal setting for academic and social behaviors, tracking progress, test taking and study strategies. The learning activities in Academic Seminar focus on teaching students how to organize and prioritize academic tasks, and how to solicit the support they need from teachers.</p>



Promising Practice	Source(s)	Comments/ Limitations
Academic Intervention Services (AIS)	South Lewis Central School. <i>Academic Support Services</i> . http://www.southlewis.org/Page/921	<p>Students are chosen to participate in the AIS program based on the following criteria: standardized test scores, academic performance and teacher recommendation. Parents may also request that their child receive academic intervention. Students receive assistance from classroom teachers as well as our reading specialist. They meet in small groups (five to six students or less) with their AIS provider for a minimum of three (3) periods during a six (6)-day cycle and up to a maximum of six (6) periods in a six (6)-day cycle. This time is spent building skills and strengthening a student's understanding in identified subject areas.</p> <p>Students also receive help from teachers during activity period (2:06 PM - 2:46 PM) Monday through Thursday. Students whose averages fall below 71 in a core subject area are assigned to work with classroom teachers. However, any student can receive assistance during activity period.</p>
Student Support Services Team	Turrentine Middle School. http://www.abss.k12.nc.us/Page/15145	<p>Through collaboration between students, teachers, SST members, administrators, families and the community, schools envision an environment where all students will be provided enrichment and support in the areas of academic, career and personal/social development. Students eager to come to school regularly, engage in learning, have positive social interactions with teachers, peers, and parents and will set short and long term goals with steps to help them achieve lifelong success. The Student Support Services Team is about combining expertise to provide support to students and families so that all students can</p>



Promising Practice	Source(s)	Comments/ Limitations
		<p>be successful in middle school.</p> <p>Goals of the Student Support Services Program: Of the students who did not pass their reading EOG last year, Student Services attempted to conference with 178 parents and students. Of this number, 69 conferences were held to review attendance, academic, behavior and medical data with the parent/guardian as well as the student. In collaboration with the parent/guardian and often the student, a plan was developed and a contract was signed delineating what each member of the group will do to assist the student in reaching academic, attendance, behavior and health goals. By the end of the school year, 40% of the students identified passed the reading EOG.</p>