

Early Intervention Program



Hanna Ranch
California Gold Ribbon Award

Early Intervention Model Goal = To reduce the number of at-risk students

- RTI Model: New Components...
 - a) Reading Club
 - b) Kindergarten Early Intervention Program
 - The Reading Club is a structured, multi-sensory approach to early reading intervention. This program meets after school with students who still need intense intervention to establish critical reading skills.
 - The Early Intervention Instructional Program (EIIP) is designed to support students in kindergarten who are struggling with reading readiness skills.
- We have budgeted some of our LCAP funding for an instructional assistant to specifically work with these students individually and in small groups to improve reading and language arts skills, as well as develop an appreciation for reading.



We noticed that many students who did not do well in the lower grades (K-2) continued to struggle with reading and comprehension in the later grades.



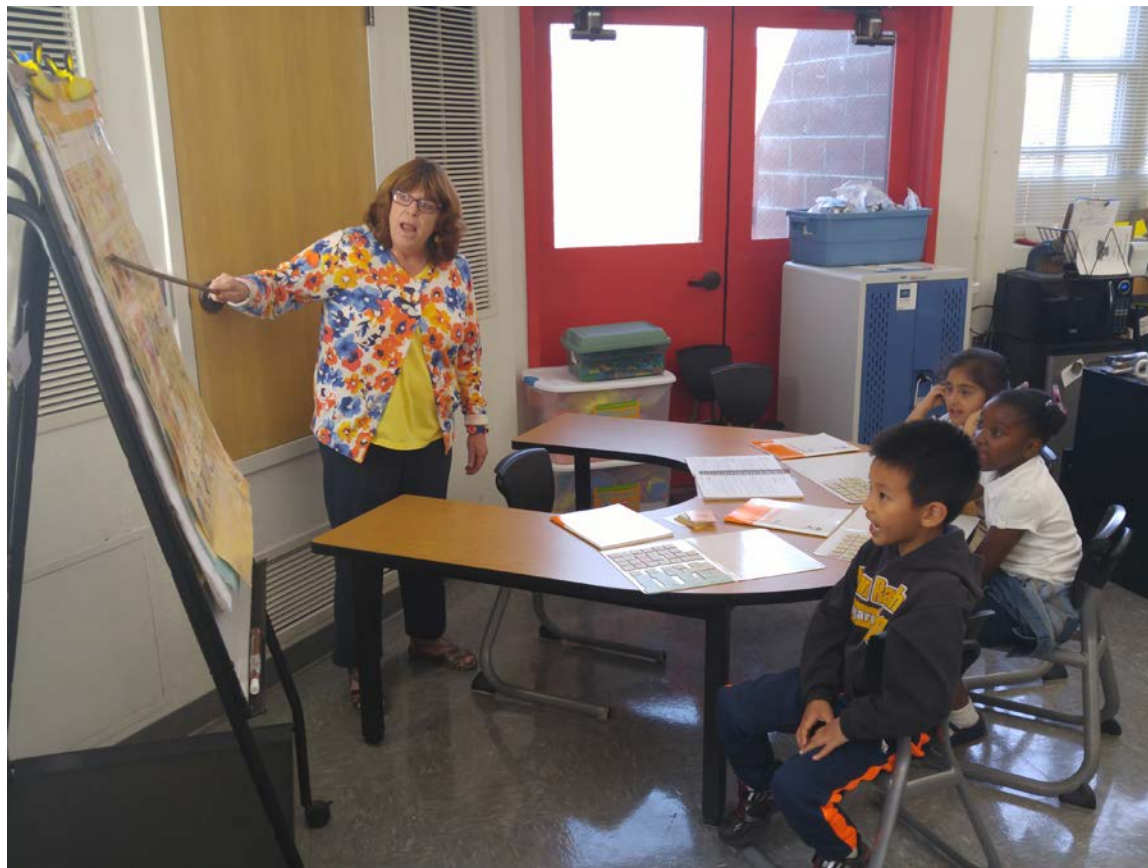
To accommodate this need, all incoming Kindergarten students are tested before the year begins. This informational assessment is based on the Common Core standards for kindergarten and allow for teachers to meet instructional needs on day one.



As students are placed in groups for differentiated instruction for reading, the most at-risk students work with our Early Intervention Instructional Aide for specific skill building. This allows students to develop the critical phonemic skills foundation that is necessary for reading in a focused small group setting.



Over the course of the last year, students who have worked with our EIIA have demonstrated notable improvement on District Benchmark Assessments and on the Star Early Literacy assessment, thereby eliminating the need for further SST meetings and possible retentions.



All first grade students are given the Star Early Literacy assessment online through Renaissance Learning and the Quick Phonics Screener provided in our district-adopted Treasures reading series. Students who are identified as at-risk at the beginning of first grade are invited to join the afterschool Reading Club.

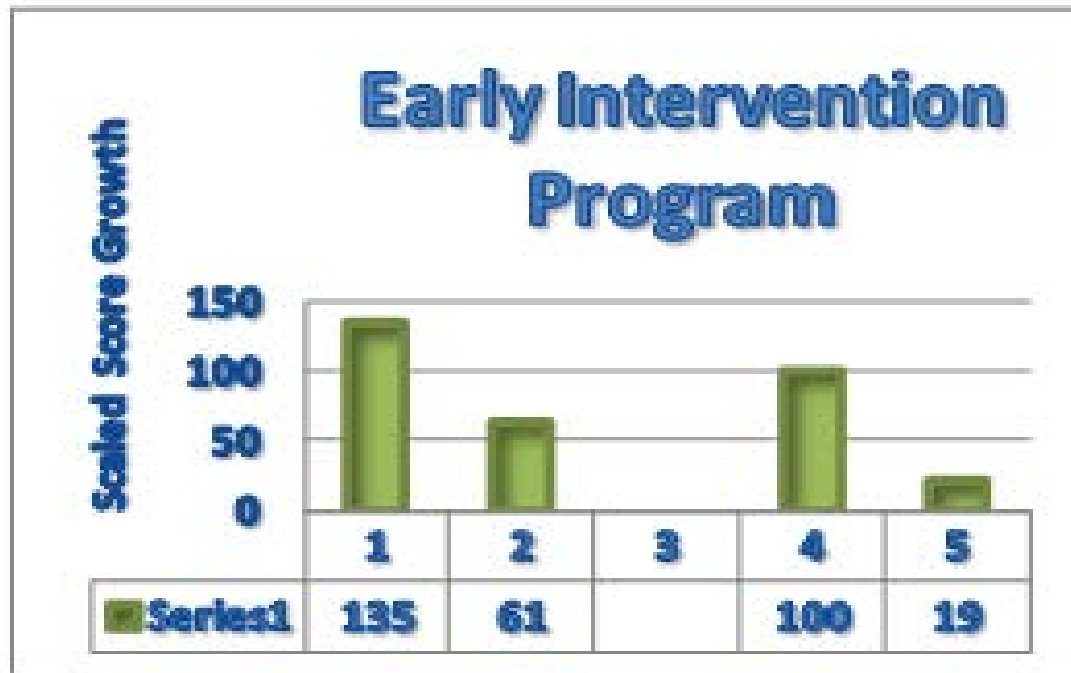


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We believe that communication is a key component to making sure that the program for reading intervention is not simply done at school. Before entering the Reading Club program, parents sign an agreement to fully support the program by maintaining regular student attendance and completing assigned fluency homework with their child.

So what does the data say?



Questions