

Intervention programs expand in district

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CLINTON TOWNSHIP — In an effort to create consistency in offering intervention programs across all Chippewa Valley schools, two new programs have been introduced this year, and another has been expanded to all district buildings.

The programs fulfill requirements by the state's Multi-tiered System of Supports program, which sets out to ensure each student receives appropriate instruction for their learning capability to improve academic achievement for all learners.

The new programs, which will be used districtwide, are iRead and Language for Learning, while the Road to Reading program will be expanded to all buildings.

Pam Jones, the district's curriculum director, presented information on the new programs during a district Board of Education meeting on Nov. 16.

"We wanted consistency across the district to make sure no students were kind of going through and not being provided the interventions they needed," Jones said. "We wanted to make sure every child had equal opportunity for success."

The iRead program is designed as a comprehensive reading intervention program for K-2 students.

The Language for Learning program is designed for K-2 students as well, but it can also be used for students through 11th grade if English is not spoken in their home.

Road to Reading helps K-2 students with decoding and phonics as a supplement to the iRead program.

Chippewa schools feature several other intervention programs, including Read 180, a reading program for sixth-graders through ninth grades, the SuccessMaker program for math in grades three through eight, and the Pals to Plus reading comprehension program for third-graders through fifth-graders.

A progress monitoring tool called Star 360 was also implemented district-wide.

"We've been doing interventions for a long time, the difference was each building had made their own choices and then had to purchase, research and do all the background work at their own buildings," Jones said. "By providing those things for them, they don't have to go looking for them."

To decide where students should be placed, from intervention programs to enrichment programs for accelerated students, Jones said that data teams pour over assessment scores from statewide exams, district exams and classroom exams, and then combine that data with input from teachers.

“We’ve gradually gotten better at it every year, so this was our big year to make sure it was fully implemented and everything was completely in place so all students’ needs are being met across the whole spectrum,” Jones said.

Across the district’s elementary schools, students now spend a half-hour each day in intervention or enrichment programs.

Director of Secondary Education Ed Skiba said the process of expanding MTSS across the district has been a four-year process.

“When I was in school, the teacher would stand in front of the classroom and present the material, and if you got it, great, and if not, oh well, the teacher would move on,” Skiba said during the meeting. “It’s our responsibility to make sure every child learns, and that’s why we have these interventions, because we know not all children learn at the same rate. It’s going to make a difference.”