



Lincoln Public Schools

Stephanie Powers
Administrator for Student Services

To: School Committee
Mickey Brandmeyer, Superintendent
From: Stephanie Powers, Administrator for Student Services
Re: Report on Goal-Focused Intervention Plans
Date: March 21, 2012

The purpose of this report is to provide information regarding the utilization of Goal-Focused Intervention Plans (GFIPs) in the Lincoln Public Schools during the 2011-2012 school year. This initiative was reflected in the district goals as an implementation activity in the area of Curriculum, Instruction and Assessment. The GFIPs have been effective in guiding specialist teachers and related service providers to set goals for student learning, collect data and monitoring progress. They have also facilitated communication with parents on the academic, social, emotional and physical needs of their children. The process has also expanded our capacity to reach the needs of more children than we had experienced in the past. For example, some students may have been placed in small literacy groups without a specific exit criteria in mind. When groups remained consistent, there were limitations on the Literacy Specialist's ability to schedule new groups of students.

Introduction

The purpose of the GFIP is to provide students with mostly short-term (6-8 weeks) instruction focused on a specific goal with progress monitoring. Primarily, GFIPs are intended for students who are in grades:

- 4-8 and scored at below-proficient levels on MCAS ELA and Math;
- PreK-8 with areas of need indicated in the district benchmark assessments in reading, writing, and mathematics; and
- PreK-8 about whom administrators/teachers/ team/parents/others have indicated a need for related services but are not eligible for special education.

Other students have been given GFIPs based on teacher recommendations and as an outcome of an Instructional Support Team (IST) meeting.

Rationale

The district introduced the concept of Goal-Focused Intervention Plans in the Fall of 2011 to address the needs of struggling learners who needed direct intervention to succeed on MCAS, to meet local learning expectations, and/or to provide goals focused on related services (speech and language therapy, occupational therapy, physical therapy, etc.). There was concern that some past practices did not provide enough intensive, short-term interventions that would quickly move the students in a direction of success. For example, some students were provided with only one short session a week of speech therapy and without a home component the work was not frequent enough to change that child's oral motor habits. The GFIPs are designed to include more frequent therapy.

Communication among Faculty

The faculty members recognize that all providers needed to collaborate to assist struggling learners. When more than one goal per student is written, communication among the general education teachers and the providers is needed to coordinate delivery of services and timely parent communication. Teachers worked very hard to keep in close communication with each other as they worked to coordinate services and keep parents abreast of the work and progress.

Communication with Parents

Intervention providers closely collaborated when communicating with parents because a team approach is essential for forming effective home-school partnerships. It is established that parents receive written notification of the GFIP prior to beginning the intervention. During this conversation providers review all components of the GFIP with the parent and provide them with clear suggestions regarding how to support skill development at home.

Record Keeping

The Lincoln Public Schools utilizes a web-based database for entering and accessing the GFIPs. Faculty members have a password that is used to access the records and standards of confidentiality are expected. The database, while mostly developed, remains a work in progress. Not all GFIPs can be entered at this time due to the need to customize templates for the type of GFIPs. Efforts are expected to be dedicated in the next three months for improving and maximizing the use of this tool.

Implementation

The following chart provides a sense of the scope of work the faculty has engaged in. The data was collected by individual providers and collated for this report. Due to the large numbers of students impacted and the variety of reporting methods used, the numbers should be interpreted as close estimates of the work and not as exact counts.

Grade	School	Goal Focus	Goal Outcome
Preschool	Preschool	Speech/ Language = 8	1 exited, 7 continue
K	HPS	Reading = 11 Counseling = 7 OT/PT = 2 Speech/ Language = 2	Reading: 5 exited, 6 new goals Counseling: 2 moved, 1 exited, 4 new goals OT/PT: 2 have new goals Speech/ Language = 2 new goals
K	Lincoln	Reading = 5 Counseling = 1 Speech/ Language = 3	Reading: 5 continue Counseling: 1 continues Speech/ Language: 2 exited, 1 continues
1	HPS	Reading = 11 Mathematics = 6 Counseling = 5 OT/PT = 1 Speech/ Language = 1	Reading: 4 exited, 7 new goals Mathematics: 2 exited, 4 new goals Counseling: 5 new goals OT/PT: 1 new goal Speech/ Language: 1 new goal
1	Lincoln	Reading = 11 Counseling = 1	Reading: 6 exited, 5 continue Counseling: 1 continues
2	HPS	Reading = 6 Mathematics = 4 Counseling = 1 OT/PT = 2	Reading: 3 exited, 3 new goals Mathematics: 2 exited, 2 new goals Counseling: 1 new goal OT/PT: 2 new goals

		Speech/ Language = 3	Speech/ Language: 3 new goals
2	Lincoln	Reading = 11 Counseling = 2 Speech/ Language = 2	Reading: 2 exited, 2 moved to Sp Ed, 7 continue Counseling: 2 continue Speech/ Language: 2 continue
3	HPS	Reading = 2 Mathematics = 2 Counseling = 1 OT/PT = 1	Reading: 2 new goals Mathematics: 2 new goals Counseling: 1 moved to Sp Ed OT/PT: 1 moved to Sp Ed
3	Lincoln	Reading = 12 Mathematics = 17 Speech/ Language = 1	Reading: 6 exited, 2 moved to Sp Ed, 4 continue Mathematics: 10 exited, 7 continue Speech/ Language: 1 continues
4	HPS	Reading = 15 Mathematics = 5 Counseling = 8	Reading: 6 exited, 9 continue Mathematics: 5 continue Counseling: 1 exited, 1 moved, 6 continue
4	Lincoln	Reading = 10 Mathematics = 7	Reading: 2 exited, 1 moved to Sp Ed, 7 continue Mathematics: 2 exited, 5 continue
5	HPS	Reading = 16 Mathematics = 12 Counseling = 3	Reading: 1 moved, 2 exited, 13 continue Mathematics: 7 exited, 5 continue Counseling: 1 exited, 2 continue
5	Lincoln	Reading = 11 Mathematics = 13	Reading: 3 exited, 1 moved to Sp Ed, 7 continue Mathematics: 6 exited, 7 continue
6	HPS	Reading = 10 Mathematics = 17 Counseling = 2	Reading: 10 continue Mathematics: 2 exited, 15 continue Counseling: 2 continue
6	Lincoln	Reading = 19 Mathematics = 21	Reading: 8 exited, 11 continue Mathematics: 21 continue
7	HPS	Reading = 7 Mathematics = 5 Counseling = 7	Reading: 1 moved to Sp Ed, 6 continue Mathematics: 5 continue Counseling: 7 continue
7	Lincoln	Reading = 20 Mathematics = 35	Reading: 4 exited, 16 continue Mathematics: 1 exited, 34 continue
8	HPS	Reading = 13 Mathematics = 25 Counseling = 7	Reading: 13 continue Mathematics: 25 continue Counseling: 1 exited, 6 continue
8	Lincoln	Reading = 16 Mathematics = 10 Science = 6	Reading: 2 exited, 14 continue Mathematics: 10 continue Science: 6 continue

Next Steps

The district is committed to continuing to provide intensive services to struggling students. The application of GFIPs will be refined as we move forward and struggle with the balance of completing paperwork and delivering instruction. The Administrative Council has recommended the following for the next school year:

- Offer additional professional development to providers on writing effective goals so that GFIPs have clear, measurable goals and allow for flexibility and differentiation of instruction for small groups of students.
- For students in grades 6-8 who are enrolled in academic extension courses, instructors will no longer write individualized GFIPs and in place will identify the needs of the group and use

effective strategies for progress monitoring. This is consistent with expectations for teacher planning for effective instruction and implementing instructional strategies that are targeted toward a specific learning outcome and based in assessment information.

Appendix A

Goal-Focused Intervention Plans 2011-2012

Frequently Asked Questions

I. Purpose

What is the purpose of a Goal-Focused Intervention plan?

The purpose is to provide a student with short-term (6-8 weeks) instruction focused on a specific goal with progress monitoring.

When is it appropriate to develop and implement a Goal-Focused Intervention (GFI) plan?

Primarily, GFI plans are intended for students who are:

- in grades 4-8 and scored at below-proficient levels on MCAS ELA and Math
- in grades PreK-8 with areas of need indicated in the district benchmark assessments in reading, writing, and mathematics
- in grades PreK-8 about whom administrators/ teachers/ team/ parents/ others have indicated a need for related services but are not eligible for special education

What is the relationship between Goal-Focused Intervention (GFI) plans and the Instructional Support Team (IST) process?

IST is a collaborative, team process that involves input from a multi-disciplinary team. The goal of IST is to enhance, improve and increase student and staff performance through a collaborative, child-centered, problem solving process. It is designed to examine students' strengths, interests, level of academic performance and possible social, emotional or behavioral challenges in order to formulate hypotheses, and develop an appropriate intervention plan to further enhance their learning. In some ways, the IST process is more complex than the development of a GFI plan for a student or group of students. GFI plans can be implemented before, during or after the IST process is in place. Each situation may be unique and there are no set rules about how this is handled. Principals will oversee all GFI plans as well as the IST process and therefore will address questions that arise when a student has a GFI plan and is being referred to IST.

Teachers regularly plan and implement differentiated instruction for students. Is there an expectation that teachers will be developing and implementing a GFI plan every time individual or small group instruction is provided?

No, teachers are not expected to write GFI plans for differentiated instruction (DI). DI is considered best teaching practices for all students. It includes flexible grouping and an ebb and flow of experiences with instruction provided individually, in small groups and

in whole groups. GFI plans are intended for individual students who have an identified skill deficit and are selected for intervention linked to a goal. (Note: there will be times that a small group of students have a common goal and would appropriately have the same or similar GFI plan.)

When is it required that a student have a Goal-Focused Intervention (GFI) plan?

GFI plans will be written for all students who scored at Needs Improvement or Warning for MCAS in ELA and/or Math. If any exceptions are to be made, the Principal has the responsibility for making that determination.

The District no longer writes "Student Support Plans" in response to MCAS results

Can a Goal-Focused Intervention (GFI) plan be written for a student who scored just a few points above Needs Improvement in MCAS and is identified as struggling by the faculty?

Yes, GFI plans may be developed for students who scored just a few points above Needs Improvement in MCAS and are identified as struggling by the faculty. The recommendation to write a GFI plan should be reviewed with the principal since he/she is responsible for the allocation of resources to meet student needs.

When are GFI plans not necessary?

There are services provided to students that are part of the general education program that does not warrant a goal, progress monitoring, and parent communication. Examples include: a few sessions of re-teaching a particular skill or topic to a group of students, or a counseling group that would only meet a few times (i.e. deployment groups, new student groups, etc.) Furthermore, if a student has joined a group as a peer model, then that student would not have a GFI plan.

Are all students enrolled in the Academic Support section of the Extended Learning Program required to have a GFI plan?

Yes, the Academic Advisor is responsible for writing GFI plans and implementing them for these students.

II. Roles and Responsibilities

Can a GFI plan be written by the classroom teacher?

Yes, GFI will be developed by a variety of providers. At the Pre-K through grade 5 level, the primary intent is for GFI plans to be developed and maintained by specialists or therapists who do not have direct classroom teaching responsibilities. At the grade 6-8 level, it is often the classroom teachers who write GFI plans for ELA and Math. It may be determined, in collaboration with specialists, that the classroom teacher is the best person to develop and implement a GFI plan. An example may be that the classroom teacher will spend 5 minutes a day practicing addition math facts (0-12) with an individual student for 6 weeks to gain 95% mastery.

In all cases, the principal, as the instructional leader, works with the faculty to make the most appropriate decision regarding the allocation of staffing to address student needs. (Note: there will be times that the principal designates this role to the Student Services Coordinator.)

What happens when a student has multiple goals on a Goal-Focused Intervention (GFI) plan and more than one provider has responsibilities for meeting the goals?

When it is determined that it is appropriate for a student to be receiving intervention by more than one provider related to more than one goal, it is essential that the providers collaborate. When more than 1 goal per student is written, communication among the general education teachers and the providers will be essential for coordinated delivery of services and timely parent communication.

Does an intervention provider need to get permission from an administrator prior to implementing a Goal-Focused Intervention (GFI) plan?

Principals should be aware of all GFI plans prior to implementation.

III. Special Education and 504s

Is it possible for a student to have a Goal-Focused Intervention (GFI) plan and an Individualized Education Program (IEP)?

While we don't expect this to happen very often, it is possible. Students receive services through an IEP when the student's disability impacts effective progress and they require specially designed instruction. The goals and services on the IEP are intended to be worked on for a full year, or at least until the IEP team reconvenes to change the IEP. Goal-Focused Interventions are intended to be short-term and may be provided by general educators. While in both cases the plans are intensive, goal driven and monitored through data collection, the criteria for eligibility for services are quite different. There may be situations where it is determined that a GFI is essential to address a need that is not addressed through the IEP.

Is it possible for a student to have a Goal-Focused Intervention (GFI) plan and a 504 Accommodation Plan?

Yes, it is possible. Students who have an impairment that substantially limits one or more major life activity are eligible for a 504 Accommodation Plan. These plans are primarily intended to articulate and ensure the provision of general education accommodations. While they sometimes include short-term interventions, they do not fulfill the same purpose as a GFI plan. Goal-Focused Interventions are intended to be short-term, intensive, goal driven and monitored through data collection. There may be situations where it is determined that a GFI is essential to address a need that is not addressed through the 504 Accommodations Plan.

Would a GFI plan be written for a student who is assessed for eligibility for special education but the team determines that the student is not eligible for special education?

Yes, it may be determined that a student's needs can be effectively met through a general education GFI Plan.

IV. Location of Services and Time

Can a GFI plan be implemented in the classroom?

Yes, there may be times when it is most effective for students to remain in the general education setting to receive interventions.

Can students receive intervention during the teaching of subjects such as Foreign Language, Social Studies, Science, Art, Music, Technology and Wellness?

While the goal for all students is to access the full breadth and scope of the district's curriculum, sometimes difficult decisions must be made in terms of setting priorities and finding time. These decisions must be made in collaboration with the principal.

Can students receive intervention during middle school Academic Extensions?

Yes, it is appropriate for this time to be used for implementing GFI plans. When appropriate, students with similar GFI plans will be grouped and receive intervention during this class periods. In these cases, the goals would be written for a trimester.

For how much time should a GFI plan be written?

In most cases, the plans will be written for 6-8 weeks of intervention. When a GFI plan is written for a middle school Academic Extension course, then the plan will be written for a trimester.

V. Content of Goal-Focused Intervention Plans

How should the intervention for the GFI plan be determined?

Intervention providers will select interventions that have a track record of having the greatest impact. All services are to be targeted and implemented with fidelity.

What are some examples of appropriate goals for a Goal-Focused Intervention (GFI) plan?

Student will work on improving his phonemic awareness skills including identifying letter names, letter sounds, and rhyming. Student will be able to score 20 sounds per minute on the DIBELS First Sound Fluency assessment at the end of an 8 week period.

Student will apply teacher taught reading strategies to increase accuracy in grade level text. He will be able to read an instructional level text with 94% accuracy at the end of the eight week intervention.

Student will work on increasing her automaticity for taught phonics patterns in isolation and in context. Student will be able to read instructional level I with 94% accuracy by the end of the 8 week intervention period.

Student will work on developing automaticity with letter sound to decode CVC words in isolation and within the context of a story. Student will score a 40 on the DIBELS Phoneme Segmentation Fluency Assessment and a 27 on the DIBELS Nonsense Word Fluency Assessment by the end of the 8 week intervention period.

Student will improve his independent work skills as evidenced by the completion of 2 of 4 work board activities 4 out of 5 days each week (work board activities can be modified so that he can work independently)

Student will increase his compliance in following school rules as evidenced by earning his daily reward tickets in 8 out of 9 opportunities.

Student will improve his bilateral motor control as demonstrated by his ability to cut on an 8" straight and 8" curved line while staying within 1/4 of an inch from the stimulus line in 3 out of 5 observations.

Student will implement a social communication strategy for making friends (asking a question or giving a compliment) during snack during at least 3 out of 5 snack periods a week.

Student will reduce his use of lateralization of speech sounds as he accurately produces the "sh, ch, j" sounds in all positions of words within sentences using structured activities approximately 80% of the time.

Student will increase her production of vowelized /r/ speech in all positions of words within sentences using structured activities approximately 80% of the time.

Student will use a more mature pencil grasp with adequate force and form the letters in his

name using top to bottom formation with 75% accuracy

Student will demonstrate improved strength and coordination as evidenced by his ability to gallop 10-15 feet; hop, jump and kick a ball without falling; and play catch with an adult or peer from a distance of 5 feet on 7 of 10 opportunities

What are some examples of informal assessment tools that can be used to monitor progress toward a student's goal?

The assessments may include, but are not limited to:

- Content Area Literacy Assessments
- Teacher Observations
- Informal Literacy Inventories
- Math diagnostic testing
- Miscue Analysis
- Student Interest and Attitude Surveys

VI. Parent Communication

What are the expectations for communicating with parents when a student has more than one person providing intervention?

Intervention providers should closely collaborate when communicating with parents and be thoughtful regarding how information is shared. A team approach is essential for forming effective home-school partnerships.

Do intervention providers need written parent consent to implement a GFI plan?

In all cases, parents will receive written notification of the GFI plan and sometimes their written consent is also required prior to beginning the intervention. Interventions provided by general education teachers, Literacy Specialist, Academic Advisors and Math Specialists (as part of the instructional supports and strategies of the district) can be implemented with verbal consent in place with written consent to follow. Any services that seem to be "special education" in nature (OT, PT, SLP, Counseling) require written consent prior to provision. When it is unclear if notification alone is appropriate, providers should consult with the principal. In all cases, written parental consent must be pursued.

Do all communications with parents have to be in writing?

No, intervention providers may communicate with parents via telephone or in person as well as in writing.

What should intervention providers tell parents during their communication?

Intervention providers should review all components of the GFI plan with the parent and provide them with clear suggestions regarding how to support skill development at home.

Does the parent need to be contacted when the goal or intervention is changed?

Yes, parents should be contacted when any significant element of the GFI plan is altered. Providers should consult with the Principal when this is unclear.

What happens when the GFI services come to a close?

When GFI services are concluded for one goal, the provider needs to indicate the student's status on the Local Data Warehouse. The provider should also notify the parent, and record that notification in the GFI.

Do I need parent permission to utilize a formal assessment tool to establish a baseline prior to implementing a GFI Plan?

Yes, providers must secure parent permission to use assessment tools that are formal, norm-referenced and/or not part of the assessments used to gather data on all students. Tools such as the DIBELs, for example, as part of the general education curriculum and providers would not need written permission to use that tool.

Lincoln Public Schools: Student Intervention Plan

SASID _____

Grade First Grade

Homeroom: Shaw _____

Name _____ School HPS

2010: Grade _____

2011: Grade _____

MCAS Results	ELA 2010	Math 2010	ELA 2011	Math 2011
Performance Level	N/A	N/A		
Scaled Score	N/A	N/A		
Student Growth Percentile	N/A	N/A		

Relevant Local Assessment Data Used to Determine Need:

Language Arts N/A	Mathematics N/A
Other Area of Need and Evidence Occupational Therapy – _____ presents with decreased upper body and fine motor strength, poor fine motor control and precision and is still developing an efficient grasp pattern. He struggles with motor memory when writing letters and numbers.	

Current Support: Check Any that Apply:

___ Special Education Services	___ Title I Support
___ English Language Learner Services	___ General Education Tutor Support
___ Section 504 Accommodation Plan	<u>__X__</u> Other – Occupational Therapy/Fine Motor Intervention.

Goal for Intervention:

will continue to develop his intrinsic fine motor strength as demonstrated by his ability to use a more efficient grasp pattern without use of a pencil grip to complete 7 minutes of work 4 out of 5 observations.
will improve his motor memory and visual motor skills as demonstrated by his ability to write at least 3 sentences using proper letter formation and consistent letter size when writing on three lined paper with no more than 2 adult reminders 3 out of 5 observations.
will use isolated finger movements when coloring for at least 4 minutes without any rest breaks 3 out of 5 observations.

Intervention Plan and Strategy

Schedule (# sessions, # wks)

Provider

will attend a weekly fine motor group within his classroom environment as well as receive 1:1 instruction once a week in the motor room.	1x for 30 minutes within the classroom and 1x for 30 minutes in motor room for 8 weeks.	Kate Siegel, OTR/L
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Parent Contact and Plan for Involvement:

Date

Communication Notes

Provider

9/23/11	Spoke to Mr & Mrs. _____ regarding remedial services & new GIP Policy. A handout was also provided that gave the parents some home activities to do with _____ to address his fine motor skills.	Kate Siegel, OTR/L
11/29/11	Called Mr & Mrs. _____ to go over progress and recommended areas. Mr. _____ did not have any questions but supported the continued service recommendation. Mrs. _____ did not answer but left voicemail.	Kate Siegel, OTR/L
3/29/12	Called Mr. & Mrs. _____ to go over progress and updated benchmarks. Asked permission for continued remedial services.	Kate Siegel, OTR/L

Parent Signature: _____

Date: 2 April 2012

Assessment and Recommendations:

Date

Assessment and Results; Recommendations after final session

Provider

11/29/11	When using a pencil grip, _____ is able to maintain a more mature	Kate Siegel, OTR/L
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	<p>grasp pattern to complete fine motor activities. The grip also improves his fine motor control. Without the use of the grip, he often reverts to a more immature pattern and struggles to sustain the grip for more than 4 minutes. is able to write his name using Title case but struggles with consistency. continues to fatigue during fine motor activities and therefore his fine motor control during writing, coloring, drawing and cutting is negatively impacted. It is recommended that he continue to receive remedial OT services as he as responded incredibly well to the additional services.</p>	
3/28/12	<p>has made tremendous gains with his fine motor benchmarks. He continues to need additional support to help with his skill consistency and skill carry over into all school environments. is now able to sustain a proper grasp pattern for at least 5 minutes when given a familiar task. He does, however, continue to need additional rest breaks as he is still developing his endurance and fine motor strength. It is recommended he continue to receive remedial services.</p>	Kate Siegel, OTR/L

Principal Review Dates: 4/5/12 Principal Signature: B. Ludwig