

**Virginia Department of Education  
Every Student Succeeds Act of 2015  
Title I Schoolwide Plan Template**

**Division Name:** Henry County Public Schools

**School Name:** G. W. Carver Elementary

**Date:** 8/23/18

**Select One:**     Initial Plan         Revision

***The school will work to achieve and maintain full accreditation and continue academic improvement.***

SMART Goal #1: For the 2018-19 school year, 83% of G.W. Carver Elementary students will pass the Reading SOL assessments.

SMART Goal #2: For the 2018-19 school year, 85% of G.W. Carver Elementary students will pass the Math SOL assessments.

SMART Goal #3: For the 2018-19 school year, 80% of G.W. Carver Elementary students will pass the Science SOL assessments.

SMART Goal #4: For the 2018-2019 school year 71% of GW Carver Elementary School SWD students will be proficient on the Virginia Mathematics SOL tests taken in third, fourth, and fifth grade.

SMART Goal #5: By May 2019, 90% of G.W. Carver students will demonstrate growth and 60% of students will meet or exceed their projected RIT in Reading as measured by the fall and spring MAP assessments.

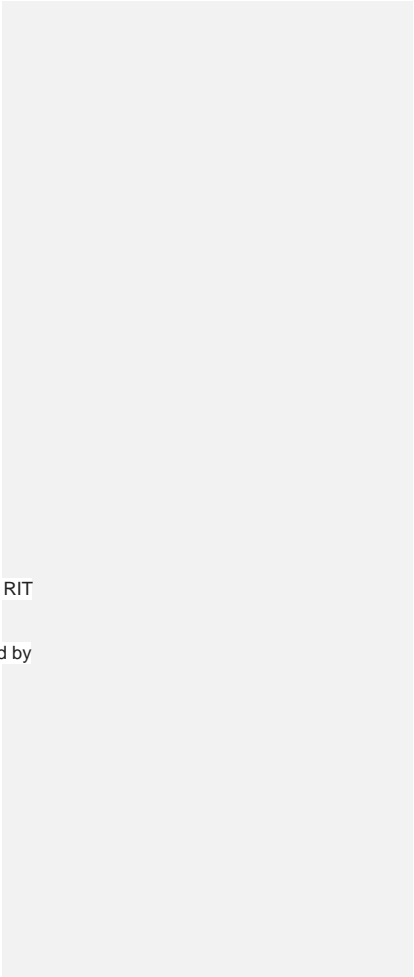
SMART Goal #6: By May 2019, 90% of students will demonstrate growth and 60% will meet or exceed their projected RIT in Math as measured by the fall and spring MAP assessments.

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at: [http://www.doe.virginia.gov/federal\\_programs/esea/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/index.shtml).

**Component 1 §1114(b)(6):**

A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

<b>Narrative:</b>						
<b>SOL DATA SUMMARY</b>						
<b>G.W. Carver Elementary is fully accredited for the 2018-2019 school year.</b>						
Subject	Spring 2014-15 Test Score Average (one year average)	Spring 2015- 16 Test Score Average (one year aver.)	Spring 2016- 17 Test Score Average (one year average)	Spring 2017- 18 Test Score Average (one year average)	Spring 2018-19 Test Score Average (one year average)	Benchmark
Reading	69	75	80	73%	78%	<b>75%</b>
Math	72	82	85	81%	80%	<b>70%</b>
History	91	95	92	90%	87	<b>70%</b>

Science	79	86	81	73%	63	<b>70%</b>
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**MAP DATA SUMMARY**

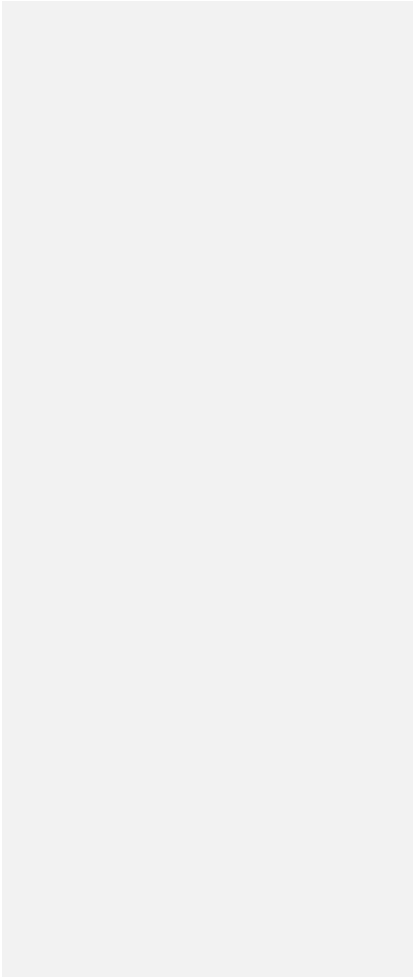
Grade Level	Fall 2017	Spring 2018		Grade Level	Fall 2017	Spring 2018	
<b>READING</b>	Mean RIT Score	Mean RIT Score	Observed Growth	<b>MATH</b>	Mean RIT Score	Mean RIT Score	Observed Growth
K	137.3	161.2	24.6	K	131.7	162.1	30.4
1	160.5	182	23.6	1	158.6	180.7	22.1
2	171.8	186.5	17	2	171.8	188.8	17
3	185.0	200.5	12.8	3	186.8	201.2	14.4
4	200.5	210.7	8.4	4	202.7	211.9	9.2
5	204.5	210.6	7.5	5	208.9	216.4	7.5

Measures of Academic Progress (MAP) assessments are administered in the fall and spring. This is a self-leveling assessment that is computer differentiated for each individual student. The above data from Fall 2017 to Spring 2018 indicates that overall Reading and Math skills increased in all grade levels, with the least growth demonstrated in fifth grade for both Reading and Math.

**PALS DATA SUMMARY**

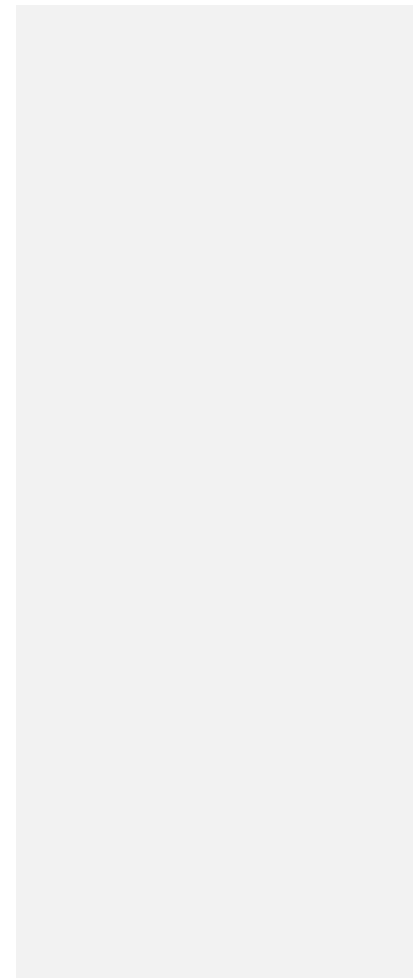
<b>Grade Level</b>	<b># of students tested</b>	<b># of students identified for services</b>	<b>% of students per grade identified</b>
K	80	13	16%
1	85	11	13%
2	74	21	28%
3	77	19	25%

The PALS assessment is administered in the fall, winter, and spring. Any student that is "identified" as needing additional reading intervention on the PALS assessment receives 30 min. daily (2 ½ hours weekly) of additional reading intervention. PALS pull-out groups are differentiated by grade. Students are placed in groups based on their skill deficits according to their PALS Student Summary. PALS groups follow the "Reader's Diet"; sight word review, systematic word study, reading fluency and comprehension.



**AIMSweb DATA SUMMARY (from Fall 2018 assessment) (NOT AVAILABLE YET)**

Assessment	Grade level	# of students Below average	# of students Well Below Average	# of students tested	% of students scoring below average
Letter Naming Fluency	K				
Number Identification	K				
Oral Counting	K				
Letter Naming Fluency					
Letter Sound Fluency					
Phoneme Segmentation Fluency					
Nonsense Word Fluency					



Number Identification					
Oral Counting					
Quantity Discrimination					
Missing Number					
Reading-CBM					
MAZE					
Math Computation					

Students identified as Below Average or Well Below Average (Tier 3) in the AIMS Early Literacy screening or Reading-CBM receive additional, targeted, research based interventions. Weekly assessments (probes) are administered to each student to track growth or lack thereof. | |

**Budget Implications:** Title I funds are used to secure many programs used to monitor student progress.

**Benchmark/Evaluation (or related Indistar® indicators (if applicable):** G.W. Carver uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. Data is collected from sources such as: MAP assessments, AIMSWeb, PALS Assessments, Guided Reading running records

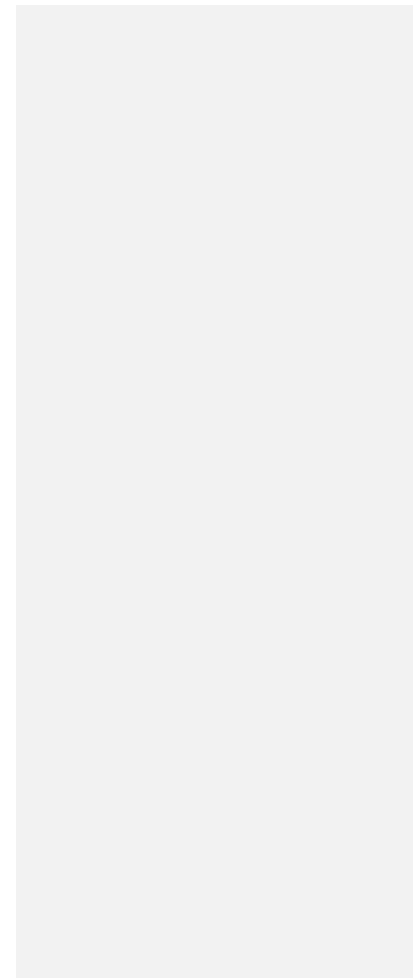
**Commented [1]:** Data analyzation needed... what areas were you weak in? Where do you need to focus? For instance, according to the school quality profile, students with disabilities showed weakness in math. GWC is a red level three in SWD math.

What does further data analyzation show? PALS shows us what areas are weak? AIMS?? What area do we need to address??

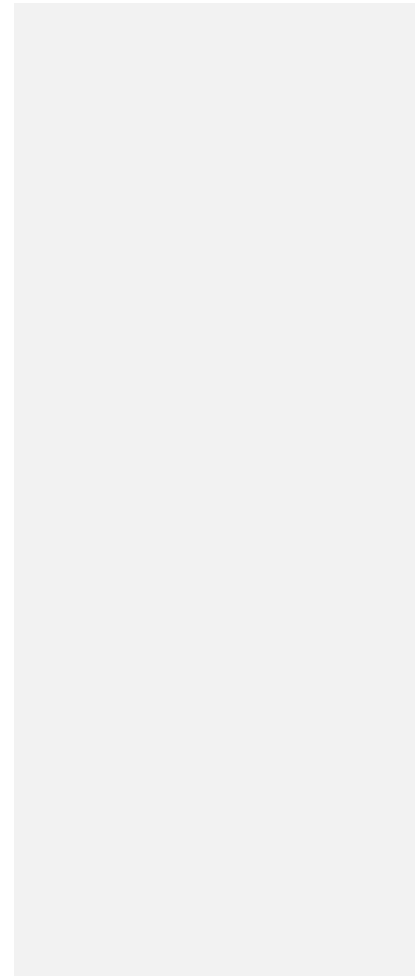
and assessment, Math Common Formal Assessment, GW Carver Class profile data documents, Science Benchmark Assessment, and SOL Assessments.

Areas of Growth for GW Carver have been identified as Science (65%) spring 2017/18 SOL result, and Math SWD subcategory which GWCE achieved a level three with a proficient rate of 60.61% in spring 2017/18 Math assessment, and 61.82% for the three year average.

Assessment	Timeline
AIMSweb	Fall, winter, spring (Grades K-2)
Measures of Academic Progress (MAP)	Fall, midyear, and spring (Grades K-5)
Phonemic Awareness Literacy Screening (PALS)	Fall, winter, spring (Grades K-3)
Scholastic Reading Inventory (SRI)	August, October, December, March/April (Grades 3-5)
Writing Prompts	Fall, winter, spring (Grades PK-5)
Developmental Spelling Analysis (DSA)	Fall and winter (Grades K-5)



Cornerstone Performance Tasks	Throughout the school year for Grades K - 5
Science Benchmark Assessment	Every 9 weeks.
Guided Reading Running Records and assessment	Continuously throughout the school year.
Math Common Formative Assessments	Every nine weeks grading period.
SOL Assessments	Spring 2019 for grades third, fourth, and fifth.





**Component 2 §1114(b)(7)(A)(i):**

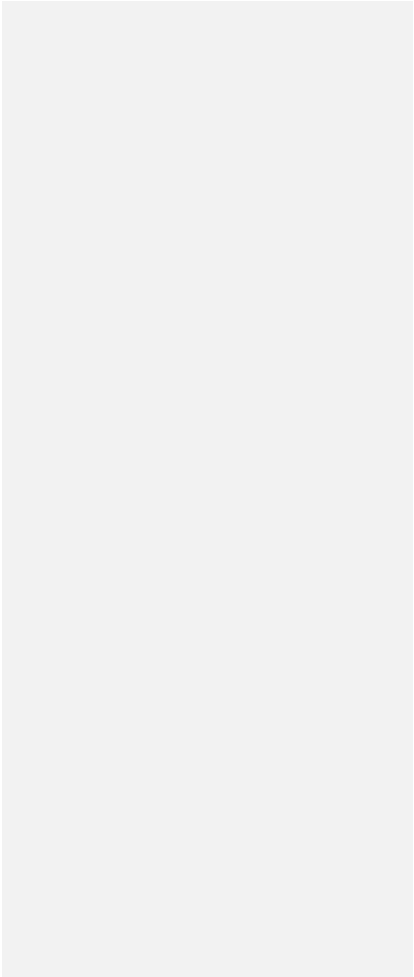
Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Scientifically-based research strategies based on identified needs in the areas of Science and SWD math, and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.

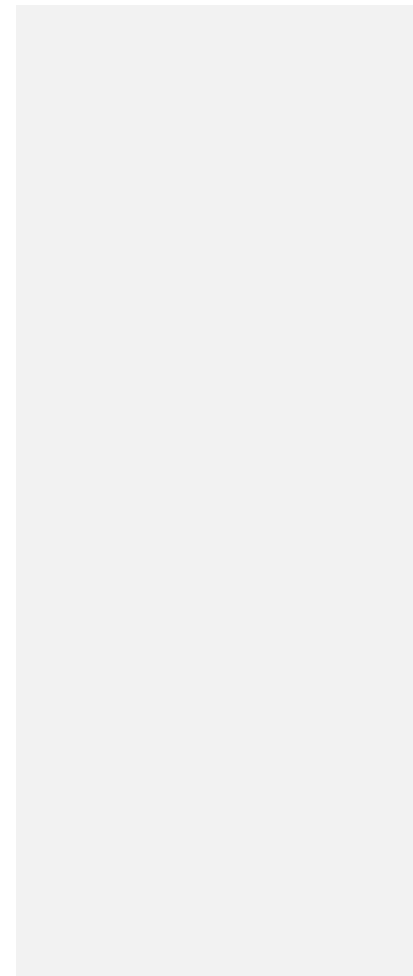
**Tasks Completion date 5/23/19:**

**READING K-2**

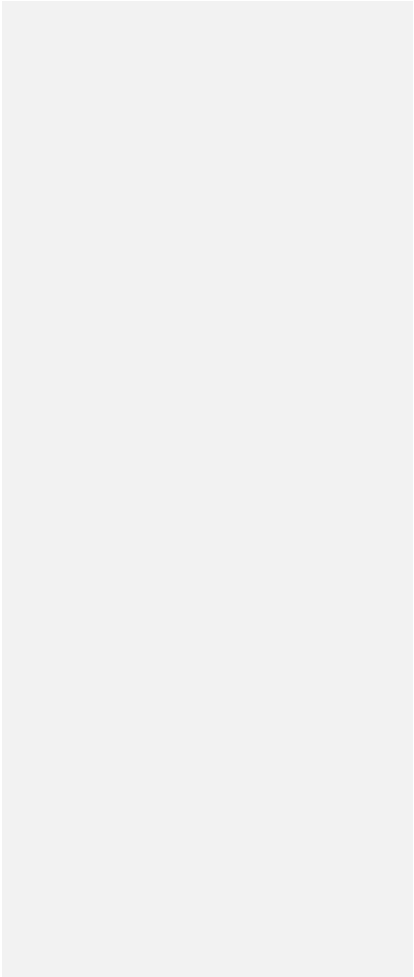
<p><b>Narrative:</b> G.W. Carver teachers are continuing to utilize the county-wide lesson plan format and curriculum for Math and Reading. The plans include the Virginia standard being taught, transfer goals, essential questions and understandings, vocabulary, and performance tasks to assess learning. Throughout each unit of study, students are given multiple formative assessments to gauge their understanding of concepts. Additional data is also collected and monitored by teachers and administration to ensure proficient levels of student growth achievement.</p> <p>Multiple research based strategies are used to provide additional assistance to students at-risk of failing or failing SOL tests as well as moving students towards advanced levels of performance. At the various grade levels, teachers:</p>
<p><b>READING K-2</b></p>
<p>Implement the Balanced Literacy Model differentiate instruction based on student needs</p>
<p>Implement Guided Reading program and components</p>
<p>Utilize Lucy Calkins program and strategies</p>
<p>Put into action our "Just Read" initiative to promote a climate of literacy</p>



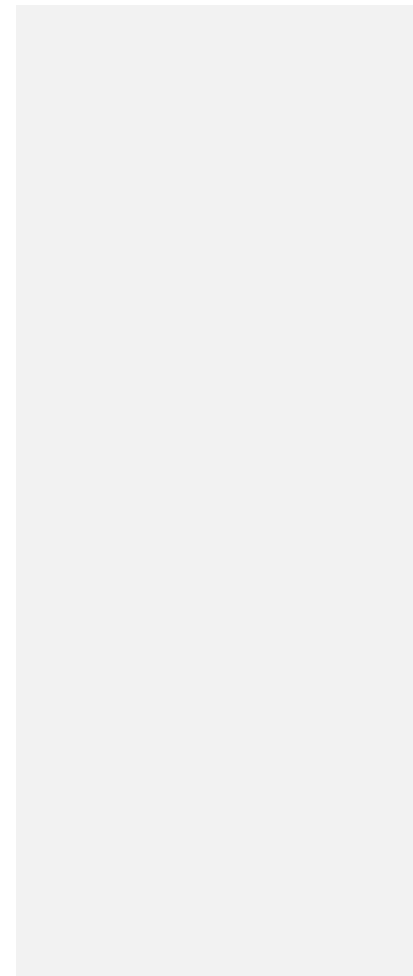
Enact PBIS initiatives and strategies throughout the year.	
Instruct using Open Court to increase phonics skills in grades K-2	
Utilize GWCE created Class Profiles sheets that harness various points of data together about child (MAP, SOL, Guided Reading, DSA, PALS etc), to give a uniform focus of how to remediate student.	
Provide PALS remediation daily, 30-minute sessions, for identified students	
Utilize Dan Mulligan's monitoring forms to determine mastery of all SOL strands	
Practice DOLCH words daily to build automaticity	
Send DOLCH words home to be studied; participate in the Sight Word monthly contest	
Use RAZ-Kids online, for Listen to Reading in Daily 5	
Utilize AIMSweb (K-2) and the MAP Learning Continuum, to determine specific skill deficits to remediate	
Provide interventions and progress monitoring for students scoring in the "well below" or "below" average range in AIMSWeb	
Unpack Reading SOLS and develop strategies for instruction based on DOK level	
Utilize the literacy team, EL, Special Ed staff for small group instruction (inclusion and pull-out)	



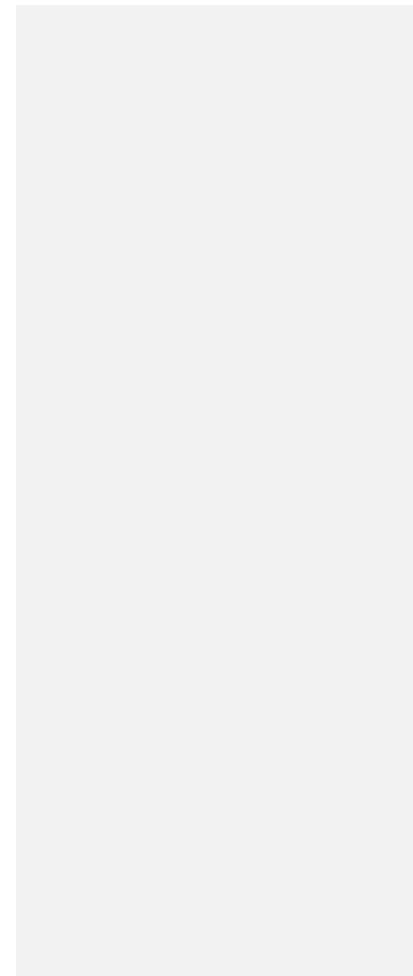
Provide reading strategies for parents to use at home during Parent Reading Nights	
Provide weekly tutoring opportunities with Spencer Penn Center (SPICE program for grades 2-5)	
Use video analysis to improve instruction and lesson implementation.	
Conduct assessment checks to ensure proper level of rigor and alignment to the Curriculum Framework.	
Instruct students in the use of purposeful highlighting in all content areas as an instructional tool.	
Utilize new instructional resources such as Storyworks, Vocabulary (Etymology), and Flocabulary to increase student progress.	
Continue the use and development of Learning Intentions/ Objectives and Success Criteria as a focal point.	
Utilize staff to provide 30 extra minutes of remediation daily for a small group in each grade level from 7:30 a.m. - 8:00 a.m.	
<b>READING 3-5</b>	
Implement Guided Reading program and components	
Utilize Lucy Calkins program and strategies	



Put into action our "Just Read" initiative to promote a climate of literacy	
Enact PBIS initiatives and strategies throughout the year.	
Utilize GWCE created Class Profiles sheets that harness various points of data together about child (MAP, SOL, GR, DSA, PALS etc), to give a uniform focus of how to remediate student.	
Provide PALS remediation daily, 30-minute sessions, for identified students (3 <sup>rd</sup> grade)	
Utilize literacy team, ELL, Special Ed staff for small group instruction (inclusion and pull-out)	
Utilize Dan Mulligan's monitoring forms to determine mastery of all SOL strands	
Utilize System 44 daily, 20-minute sessions (3 <sup>rd</sup> grade)	
Implement Read 180 for 45-minute sessions, daily (4 <sup>th</sup> and 5 <sup>th</sup> )	
Provide After-School tutoring for 3 <sup>rd</sup> -5 <sup>th</sup> , Spring semester	
Plan lessons collaboratively with 3 <sup>rd</sup> -5 <sup>th</sup> grades and Special Education and Reading Specialist	
Unpack Reading SOLs and develop strategies for instruction based on DOK level	
Use Power Points from VDOE and TEIs when creating assessments	



Remediate during 30 minute blocks built within the master schedule
Provide weekly tutoring opportunities with Spencer Penn Center (SPICE program for grades 2-5)
Provide reading strategies for parents to use at home during Parent Reading Nights
Conduct assessment checks to ensure proper level of rigor and alignment to the curriculum framework.
Implement daily Silent Sustained Reading with student conferences for 20 minutes.
Use video analysis to improve instruction and lesson implementation.
Instruct students in the use of purposeful highlighting in all content areas as an instructional tool.
Utilize cross- curricular activities and readings to incorporate Science more into lessons and instruction.
Utilize new instructional resources such as Storyworks, Vocabulary (Etymology), and Flocabulary to increase student progress.
Continue the use and development of Learning Intentions/ Objectives and Success Criteria as a focal point.
Utilize staff to provide 30 extra minutes of remediation daily for a small group in each grade level from 7:30 a.m. - 8:00 a.m.



**MATH K-5**

With new Growth Model from VDOE on SOL assessments, PD was employed to engage staff about opportunity they had to reach all children.

New focus created by SOL Growth Model, will help to specifically address SWD population.

Utilize GWCE created Class Profiles sheets that harness various points of data together about child (MAP, SOL, GR, DSA, PALS etc), to give a uniform focus of how to remediate student.

Implement HCPS Math Common Formal Assessments. Will use data to pinpoint specific student areas of growth, and help the GWCE plan of action to target gap area of SWD in Math.

Incorporate use of MAP learning continuum to target students area of greatest growth.

Integrate various areas of data into specific focus areas for tutoring (After school tutoring) and remediation groups specifically SWD gap group.

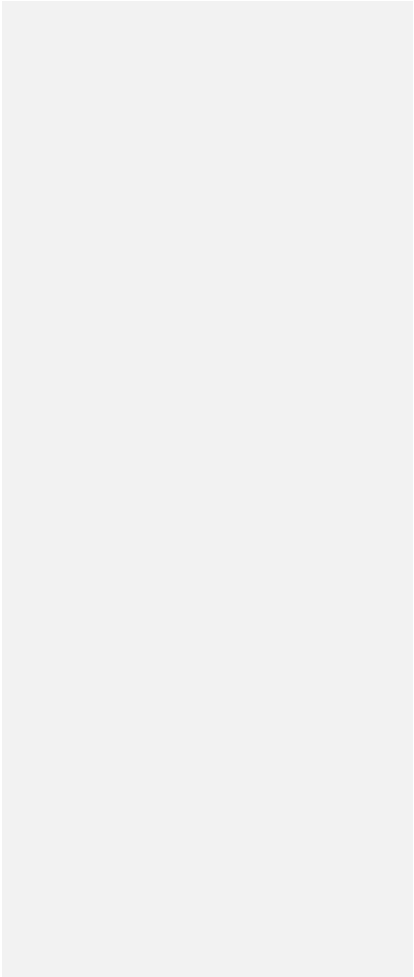
Utilized new Math program "Reflex" in grades 2-5 to help students in math facts fluency.

Use a problem solving strategy for solving math reasoning problems each day

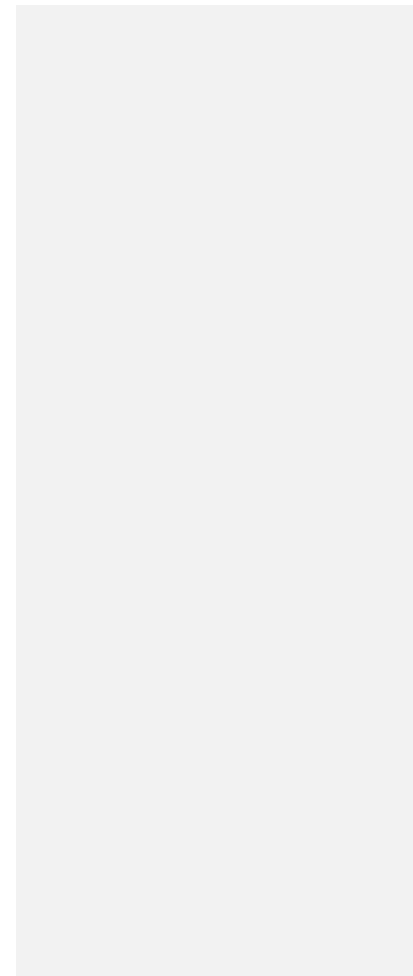
Differentiate instruction based on MAP's Learning Continuum, formative assessments, and daily observations

Formative assessments will take place to monitor student learning. From the assessments, feedback will be provided to the students to improve their learning.

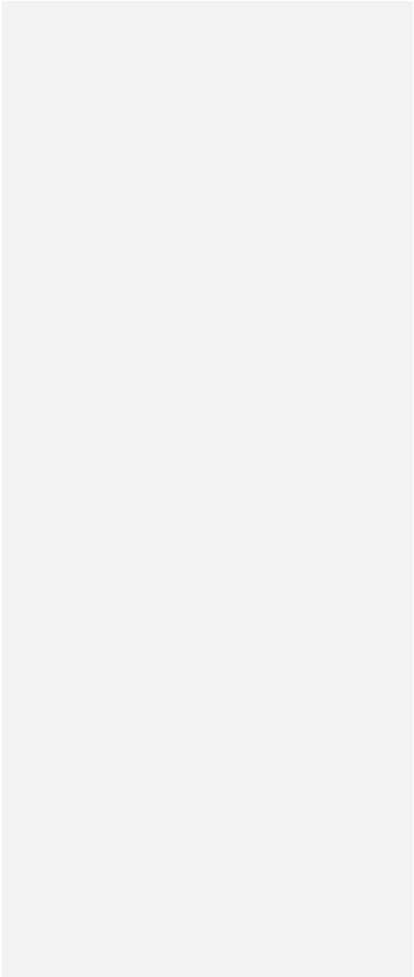
Differentiate instruction based on AIMSweb (K-2 only)



Utilize Dan Mulligan's monitoring forms to determine mastery of all SOL strands	
Use of manipulatives, IXL math and digital textbooks daily	
Provide feedback and remediate skills/concepts missed immediately	
Utilize corrections folders; all work corrected before being sent home	
Unpack Math SOLS and develop strategies for instruction based on DOK level	
Daily practice of addition and subtraction facts to build automaticity (K-3)	
Daily practice of multiplication and division facts to build automaticity (4-5)	
Use interactive notebooks daily (K-5)	
Use video analysis to improve instruction and lesson implementation	
Conduct assessment checks to ensure proper level of rigor and alignment to the curriculum framework.	
Instruct students in the use of purposeful highlighting in all content areas as an instructional tool.	
Continue the use and development of Learning Intentions/ Objectives and Success Criteria as a focal point.	
Utilize staff to provide 30 extra minutes of remediation daily for a small group in each grade level from 7:30 a.m. - 8:00 a.m.	



Employ the Touchpoint math strategy to increase student success and progress in math.	
Enact PBIS initiatives and strategies throughout the year.	
<p><b>Budget Implications:</b> Title I and Education and Recreation funds are used to secure many programs used to monitor student progress.</p>	
<p><b>Benchmark/Evaluation (or related Indistar® indicators (if applicable):</b></p> <p>Student progress will be monitored by classroom teachers, literacy team, ELL staff, special education staff and administration on a regular basis. If the interventions currently in place are not productive, a student support team (Intervention or Child Study) will meet with the school psychologist, guidance counselor and administration to review the data of students being monitored. Intervention logs, progress monitoring graphs, and data will be shared. Goals and student progress will be reviewed and changed as necessary. Students not making expected growth will be moved to Tier 3 interventions. Interventions will continue to be monitored and adjusted as needed.</p> <p>Administration, Instructional Coach, and/or Reading Specialist will attend weekly grade level planning sessions to ensure lesson planning that aligns with the Curriculum Framework. Administration will conduct data conferences every nine weeks to ensure student needs, goals, and success are being planned for. Goals and student progress will be reviewed and changed as necessary.</p> <p>Specific Data Points such as MAP scores, Math CFA's, previous year's SOL scores, formal assessments, Guided Reading running records classroom grades, cumulative information from GWC Class Profile sheets, Science Benchmarks, and other checkpoints will be examined and used for remediation.</p> <p>Various actions will take place when new data (i.e. winter MAP, winter Math CFAs) is presented. Differentiating of small group remediation, after school tutoring program, differentiation of instruction, classroom observations, data conferences between leadership team and teachers.</p>	





**Component 3 §1114(b)(7)(ii):**

Provide a description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Scientifically-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness. Strategies and initiatives are listed below.

**Tasks Completed 5/23/19:**

Strategies used included

**Narrative:** G.W. Carver teachers are continuing to utilize the countywide lesson plan format and curriculum for Math and Reading. The plans include the Virginia standard being taught, transfer goals, essential questions and understandings, vocabulary, and performance tasks to assess learning. Throughout each unit of study, students are given multiple formative assessments to gauge their understanding of concepts. Additional data is also collected and monitored by teachers and administration to ensure proficient levels of student growth achievement.

**Strategy #1:** Administration will provide feedback from walk-throughs and formal observations. Professional development opportunities will be developed (whole group, individualized or small-group basis).

**Strategy #2:** Preschool through fifth grades will work with the instructional coach, reading specialist, administration and curriculum and instruction team in vertical lesson planning. These sessions will occur four times throughout the school year and will focus on aligning vocabulary, essential knowledge and skills from the VDOE curriculum framework in lessons across grade levels.

**Strategy #3:** By using the Student Detail By Question Extract, teachers will work collaboratively to disaggregate and interpret SOL results to improve instruction and planning. Teachers will analyze results for rigor level, patterns or common areas of need, and overall weaker strands.

**Strategy #4:** All teachers will utilize adapted Dan Mulligan's progress monitoring forms to determine each student's level of proficiency with each reading and math SOL. Remediation and enrichment groups will be determined based on levels of indicated performance.

**Strategy #5:** K-3 teachers will use PALS data to determine students in need of interventions. Identified PALS students will receive 30 additional minutes per day of reading interventions

**Strategy #6:** Teachers will use the MAP "Student Goal Setting Worksheet", "Learning Continuum", and the next generation "Student Progress Reports", to help support analysis of student achievement and progress.

**Strategy #7:** Grade-level teams, administration, instructional coach and reading specialist in conjunction with special education and EL staff, will meet quarterly to review student academic growth. Students at-risk of failing and in need of extra support will be identified and remediation within the classroom or with "pull-out" services will be provided.

**Strategy #8:** Grade- level teams and administration will conduct quarterly data conferences. **Data conferences will take place every nine weeks to ensure student needs, goals, and success are being planned for. Goals and student progress will be reviewed and changed as necessary.**

**Strategy #9:** After school tutoring will take place from January through April for students.

**Strategy #10:** Utilize GWCE created Class Profiles sheets that harness various points of data together about child (MAP, SOL, GR, DSA, PALS etc), to give a uniform focus of how to remediate student.

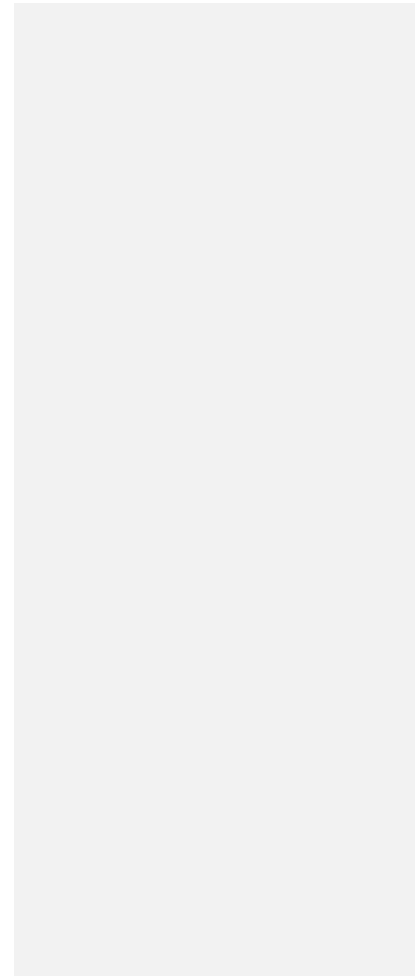
**Strategy #11:** Implement components of Open Court Phonics program in grades K-2. GW Carver will also carry out aspects of the "Balanced Literacy Model" HCPS curriculum staff has created for the 2018/19 school year.

**Strategy #12:** Grade level teams will be provided coverage weekly to give the ability to collaboratively plan instruction.

**Strategy #13:** Analysis of data form various sources, such as MAP, Math CFAs, classroom assessments and observations, PALS, Aimsweb, science benchmarks assessments, and SOL assessments.

**Budget Implications:** Title I funds are used to secure many programs used to monitor student progress.

**Benchmark/Evaluation (or related Indistar® indicators (if applicable)):** Student progress will continued to be monitored by classroom teachers, literacy team, ELL staff, special education staff and administration on a regular basis using: MAP assessments, AIMSWeb, SOL Tests, and PALS assessments.



**Component 4 §1114(b)(7)(iii):**

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a school-wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

**Task Completion Date 5/ 23 /2019 -**

**Narrative:** To identify students requiring additional support for academic growth, teachers use data from PALS, AIMSweb and MAP in the fall, winter, and spring and unit assessments, daily assignments and observation on a daily basis. Once students are identified, interventions and remediation within the classroom occurs. In reading, students in K-3 who do not meet a specified benchmark score on the PALS assessment receive 30 additional minutes of reading instruction each day. Students in grades 3-5 who perform poorly on the SRI for Read 180 are enrolled in System 44 (decoding) or Read 180 for 45 additional minutes of intervention each day.

Math weaknesses are identified through AIMS (K-2) and MAP assessment in the fall, winter, and spring and through unit assessments, daily assignments and observations on a daily basis. To implement strategies for intervention, the Learning Continuum from MAP is used by the

classroom teacher to differentiate lessons according to students' needs. PALS services, iRead, System 44, Read 180, AIMSweb monitoring and interventions, IXL math, Moby Max, small group instruction, 1:1 remediation and/or after-school tutoring are possible interventions that may be implemented to address student weaknesses

Also, at the beginning of the academic year, SOL test data is disaggregated using the Student Detail by Question Extract (SDBQ) to determine areas of strength and weakness by core subject area. The areas of Science and Students with disabilities in Math were identified from the data as areas of growth. Strategies such as implementing science benchmark assessments, new Reflex math program for math facts, common formal math assessments each nine weeks, small group remediation with specific feedback in class, and other strategies will be put into place to address the areas.

Student progress is monitored by classroom teachers, the literacy team, ELL staff, special education staff and administration on a regular basis. Data meetings on student progress are held at a minimum of once per quarter. If the interventions currently in place (i.e. PALS services, System 44, Read 180, IXL math, Moby Max, small group instruction, 1:1 remediation, after-school tutoring) are not productive, the student support team (Intervention or Child Study) will meet with the school psychologist, guidance counselor and administration to review the data of students being monitored. Intervention logs, progress monitoring graphs, and data will be shared. Goals and student progress will be reviewed and changed as necessary. Students not making expected growth will be moved to Tier 3 interventions or possibility referred for further testing.

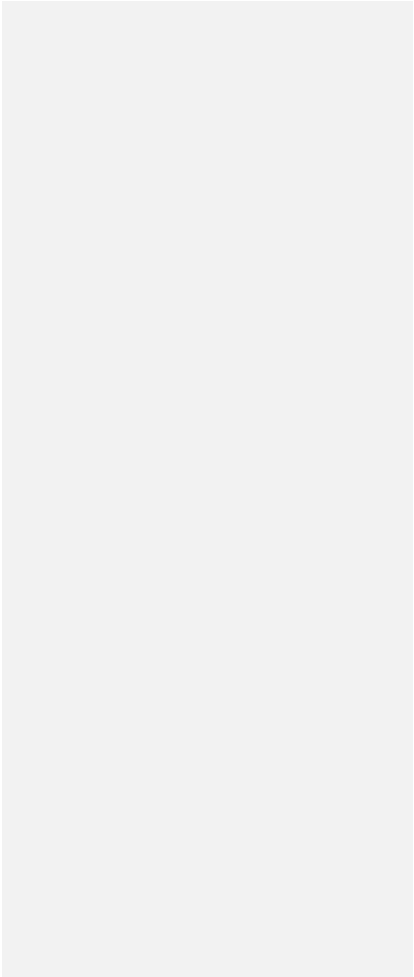
Students that present unique or ongoing behavioral concerns may be referred for Therapeutic Day Treatment and/or case management services.

Strategy #1: Teachers in K-2 will progress monitor reading and math skills of students falling within the "Below Average" and the "Well Below Average" percentiles as indicated by the AIMSWeb screener.

Strategy #2: Student support teams will meet with guidance counselor and school psychologist each quarter to review data of students being progress monitored. Intervention logs, progress monitoring graphs, and other pertinent data will be shared. Goals will be reviewed and changed if needed.

Strategy #3: Intervention and Child Study teams, including parents, will hold meetings to discuss areas of concern. Interventions will be reviewed and changed as needed. Referrals for educational testing may be necessary.

**Budget Implications:**



Benchmark/Evaluation (or related Indistar® indicators (if applicable): G.W. Carver uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. G.W. Carver uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and tier 3 students). G.W. Carver uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

