

ELEMENTARY INCLUSION AND INTERVENTION STRATEGIES

CAMPUS

Fair Oaks Ranch
Elementary School
Exemplary 2006-07

DISTRICT

Boerne ISD

IMPLEMENTATION YEAR

2006-07

PROGRAM SUMMARY

The **goal** of Fair Oaks Ranch Elementary’s program is to improve inclusion in regular classroom instruction and decrease the number of students enrolled in special education.

Key strategies include a daily 45-minute period for intervention and enrichment services for all students and restructuring of the intervention and referral process based on a Response to Intervention (RtI) approach.

Outcomes include a decrease in the number of students enrolled in special education.

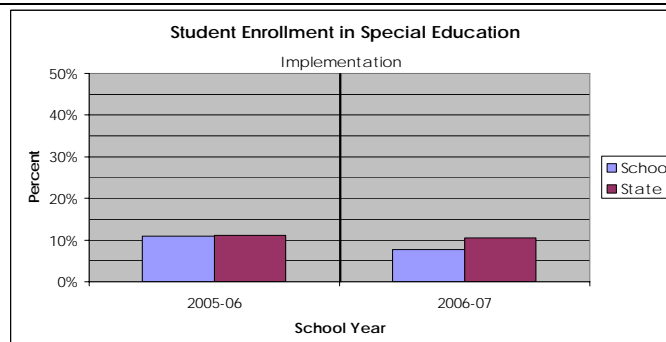
EFFECTIVENESS

Before

Prior to program implementation, in 2005-06, staff reported that many students identified for special education were regularly pulled out of class, some seeing as many as five different specialists in a day. Teachers struggled to re-teach missed assignments for these students. The percentage of students enrolled in special education was 10.9%, compared to the state average* of 11.1%.

After

After implementation, staff reported that pull-out interventions had been eliminated for all but a few students. In 2006-07, the percentage of students enrolled in special education was reduced to 7.6%, compared to the state average of 10.6%.



Source: AEIS

* State averages reflect enrollment for all grade levels.

CONTEXT/IMPLEMENTATION

Demographics (2006–07)

Grade Levels Served		K–6		Campus Enrollment		686	
Ethnic Distribution				Economically Disadvantaged			
Hispanic	98	14.3%	At-risk		6	0.9%	
White	564	82.2%	Mobility (2005–06)		50	7.3%	
Asian/Pacific Islander	17	2.5%			58	7.9%	

Source: AEIS

Background

- The principal came to the school in January 2006.
- The principal and other campus staff wanted to find ways to increase inclusion practices at the campus.

Procedures

- Staff discussed ways to maximize instructional time for all students. The principal presented the idea of reorganizing the schedule to accommodate a daily intervention/enrichment period as a “collaborative experiment” to facilitate teacher buy-in.
- Each grade-level team reviewed the schedule and found opportunities to tighten scheduling, pulling 5–10 minutes from lunch, recess, and between-class transition times, for example. In addition, some upper level grades gave up a second conference period.
- All students participated in their grade level’s daily 45-minute intervention/enrichment period. During this time, students were scheduled for required programming such as special education, dyslexia, and gifted/talented services with specialists as well as for enrichment activities. Teachers often used the time for tutoring or conferences with students.
- A team of specialists, special education teachers, and other staff created individual schedules for each student.
- The new scheduling facilitated the school’s implementation of a Response to Intervention model using an automated tracking system called the CHILD (Consultative Help for Individual Learning Decisions) intervention process.
- The principal reported that previously staff had used interventions that often included bits and pieces of a variety of tools and strategies. With the implementation of Response to Intervention practices, staff identified sets of research-based practices for a four-tiered system of interventions. Key objectives were fidelity of implementation of the practice and adequate time for interventions.
 - For Level I, teachers documented what they were doing to help individual students who they identified as needing extra help in the classroom. Teachers identified individual learning needs for all students

	<p>and used one or more of a set of effective classroom teaching practices identified by the campus to match the student's instructional needs. Examples included individualized instruction, review of class rules/procedures, using social stories and role playing, providing written or verbal feedback, assigned seating, or activities such as team building and social skills games. Specific interventions and student response (learning behaviors) as well as communications with parents were documented in the CHILD system. If the student made progress, the teacher continued to observe and input notes and samples of student work in the student's CHILD folder.</p> <ul style="list-style-type: none">○ If the teacher or parents determined that the student was not making adequate progress, the teacher recommended the student for Level II interventions. Level II was designed for students who displayed poor response to Level I in-class individualized instructional strategies. These students were identified as in need of "non-special education interventions" with support outside of the classroom. After a thorough review of the student's records (including attendance, discipline, health, personal, and academic records), a teacher assistance team (including counselors, specialists, and administrators) crafted an individualized intervention/support plan for the student. Interventions included counseling, learning lab support, or participation in specialized programming, and/or research-based programs such as speech therapy, behavior management, intensive phonics or reading programs, or mentoring programs, for example. Level II interventions were still characterized as short-term interventions, and students typically were guided through two cycles of Level II interventions with progress monitoring to determine effectiveness of applied strategies.○ Level III interventions typically involved increasing the intensity or duration of an intervention or trying a new strategy if a Level II intervention had not yet been effective. Level III interventions were characterized as long term.○ If the student was not successful after a variety of interventions were tried (Levels I-III), school staff and parents met to discuss testing and referral for special education (Level IV). <ul style="list-style-type: none">● Classroom teachers (and specialists) collected ongoing documentation of student progress for input into the CHILD system. Parent conferences and contacts were ongoing throughout the process. Every Friday, staff teams comprised of 1-2 classroom teachers, reading specialists, counselors, administrators, and special education staff met to formally review interventions and progress of three students. Interventions in Levels I-III were implemented for 4-6 weeks. Teachers and specialists used a variety of documentation to assess progress, including running records, TAKS benchmarks, and assessments built into the intervention programs. Modeling the RtI process, staff modified, intensified, or changed the intervention at this time.● Staff members were required to document interventions and progress into the district's automated CHILD system so the campus had an updated record of student services for ongoing monitoring. These records were passed to the student's new teacher each year so that interventions could be continued.● Funding for programming was supplemented by the PTO and Boerne Education Foundation.
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CAMPUS/DISTRICT STAFF**Sandi Killo, Principal**

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The Texas Education Agency (TEA) is seeking feedback about the best practice summaries.

Please take one minute to answer the feedback survey (six questions).

[Best Practices Feedback Survey](#)