

Lex2.5

A Team Approach to
Academic Intervention



Dr. Dixon Brooks
Chief Instructional
Officer



Mrs. Jennifer Wise
Coordinator of
Mathematics



Dr. Rob Burggraaf
Director of
Instruction

COVID Instruction in Lexington Two



2019-2020

All students went to virtual instruction in March for the remainder of the school year



2020-2021 (S1)

Choice of hybrid or fully virtual instruction; mid-year, at its peak, over ¼ of our students were virtual



2020-2021 (S2)

In-person students returned full-time, but with social distancing and mitigation measures, virtual students opted to return to school throughout the spring



2021-2022

All students attended school in person, but there were periods when schools / classes were placed on quarantine; teachers out sick impacted prime instructional time



ELA

3rd Grade: **-5.2%**
4th Grade: **+1.1%**
5th Grade: **-5.1%**
6th Grade: **+1.7%**
7th Grade: **-8.1%**
8th Grade: **-4.8%**

*91.4% of students tested in
20/21 (exceeds the state
by 6.6%)*



MATH

3rd Grade: **-11.2%**
4th Grade: **-6.7%**
5th Grade: **-4.0%**
6th Grade: **-5.7%**
7th Grade: **-3.1%**
8th Grade: **-5.2%**



CHRONIC ABSENTEEISM

Peaked at **19%** of
students during
COVID years

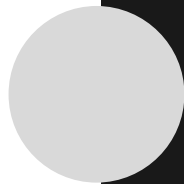


GRAD RATE

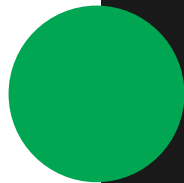
76.3%

CHANGE FROM SPRING 2019 TO SPRING 2021

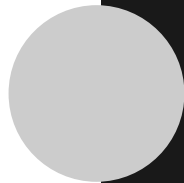
Contributing Factors to Academic Skill Gaps



Interrupted Schooling



Developmental
Readiness



Undiscovered
Misconceptions

80 - 90%

Tier I Instruction

For all students
Preventative
Proactive

5 - 10%

Tier II Intervention

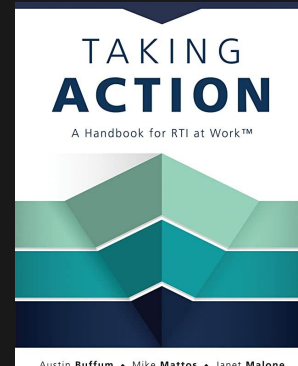
Groups of students
High efficiency
Rapid response

1 - 5%

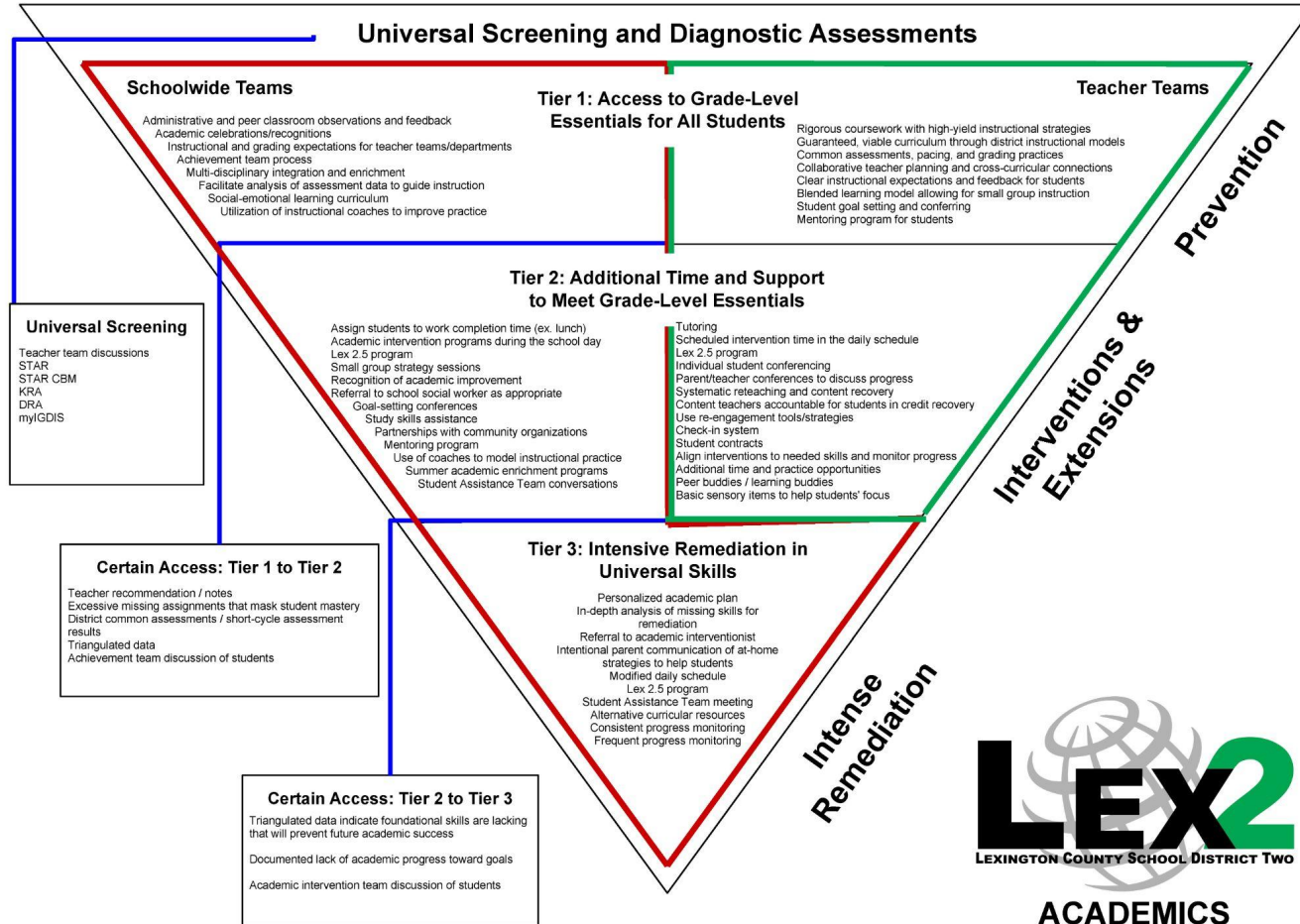
Tier III Intervention

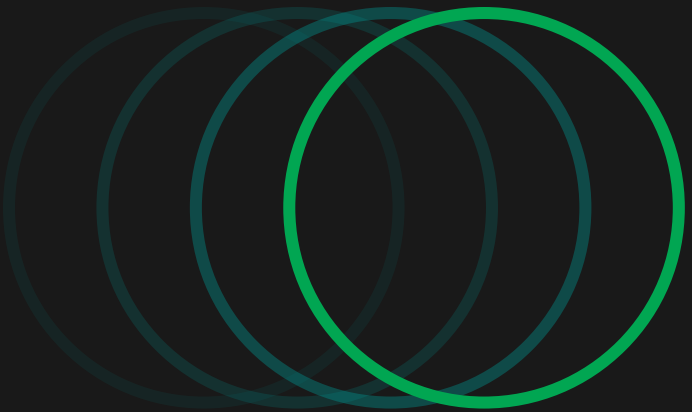
Individual students
Assessment-
based
High
Intensity

Multi-Tiered System of Supports



The RTI at Work Pyramid





Program Structure

ELEMENTARY

Program Weeks:

September 26th - October 21st (4 weeks)

January 9th - February 10th (5 weeks)

March 6th - April 7th (5 weeks)

April 17th - May 5th (3 weeks - **3rd grade**)

DAILY SCHEDULE

2:30 - 2:40 Snack, Activity/Organize
Materials

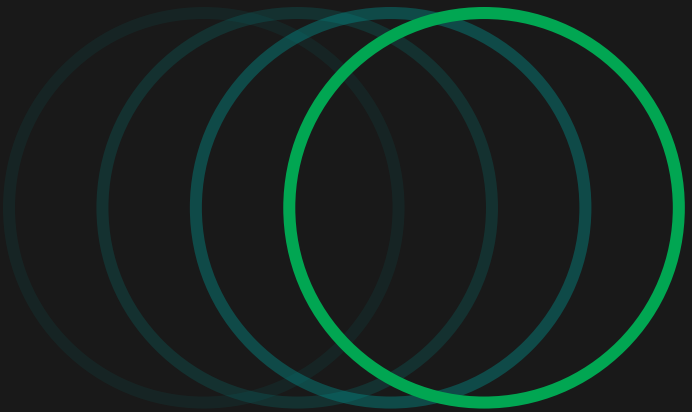
2:40 - 2:45 Transition time

2:45 - 3:20 Remediation Time

3:20 - 3:25 Transition/Activity Time

3:25 - 4:00 Remediation Time

4:00 Dismissal - Change for 22/23



Program Structure

MIDDLE SCHOOL

Program Weeks

September 19th - November 11th (8 weeks)

January 16th - February 24th (6 weeks)

March 13th - April 28th (6 weeks **around
Spring Break*)

DAILY SCHEDULE

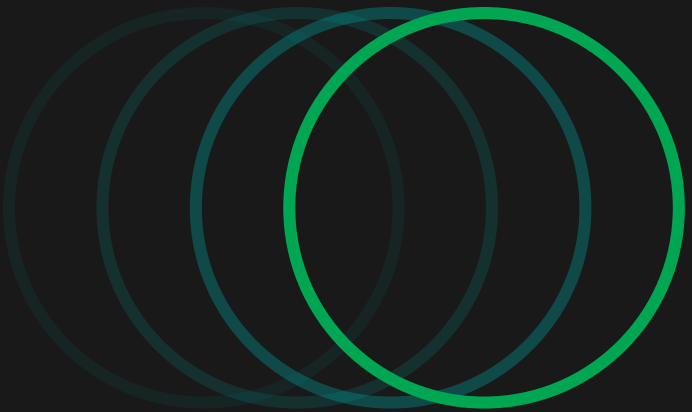
3:45 - 4:00 Homework/Organize
Materials/Independent Reading/
Activity Time

4:00 - 4:30 Station 1 (ELA or Math)

4:30 - 4:45 Transition, Snack

4:45 - 5:15 Station 2 (Math or ELA)

5:15 Dismissal



Program Structure

HIGH SCHOOL

Running weekly in two-week cycles
September 5th - December 16th (14 weeks)

January 9th - May 19th (18 weeks)

DAILY SCHEDULE

3:45 - 4:00 Snack, Homework/Organize
Materials/Independent Reading/
Activity Time

4:00 - 5:15 Remediation Time

5:15 Dismissal



K-5

ELEMENTARY

Develop
foundational ELA
and math skills that
may have been
missed from early
grade levels



6-8

MIDDLE

Refine phonics and
reading
comprehension
skills in ELA and
conceptual
understanding in
math/science



9-12

HIGH

Targeted
remediation of
specific standards
and skills

EOC tutoring

Structured support
for credit or content
recovery



MLs

NEWCOMERS

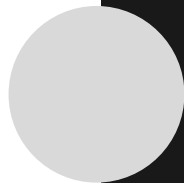
K-5 students

Targeted
remediation of skills

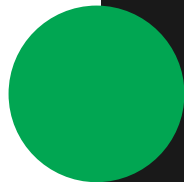
Language
acquisition
objectives

LEX2.5 MODEL BY GRADE BAND / PROGRAM

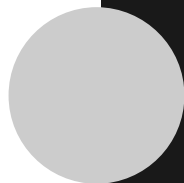
Goals in Selecting Instructional Resources



Targeted intervention



Different from
classroom materials



Easy for teachers to
use in planning

READ ALOUD: Library Lion 25

INTRODUCE THE BOOK

Today is the first day of our new unit, *Belonging*. *Belonging* means feeling needed, loved, and respected in a place or community. As we read today's book, think about what it means to belong.

- Display *Library Lion*, noting the title, author, and illustrator. What can you tell about the lion character from the illustration on the cover?

EL SUPPORT Some children may not be familiar with how a library works. Explain that a library is a place where people can borrow books to look at. If possible, give children a tour of the school library, or encourage children's families to take them to a public library to apply for a library card.

DURING READING

As you read, pause for discussion as noted below. The first page of the text is page 3.

- AFTER PAGE 4:** Why does Miss Merriweather say that the lion can stay? What do you think she would have said if the lion had broken a rule? How do you know?
- AFTER PAGE 9:** How would you describe the lion? What do we know about him so far?

- AFTER PAGE 16:** How does the library community feel about the lion? What clues do you see in the illustration that support your thinking?
- AFTER PAGE 22:** Why is the lion leaving the library? What does this illustration tell us about the lion and Mr. McBee?
- AFTER PAGE 30:** How are the people feeling right now? What do you see in the illustration that tells you the people are hoping that the lion will come back?

AFTER READING

The author's words told us a lot about the characters, setting, and events. When we really studied the illustrations, we found even more information, especially about the characters!

- Why did Mr. McBee decide to go find the lion even after the lion broke the rules?
- In the end everyone, even Mr. McBee, agreed that the lion belonged in the library. What did the lion do that made them feel this way? Would you have felt the same as the community members? Why or why not?

BRING THE TEXT TO LIFE: Act It Out! 20

INSTRUCTIONS: Invite campers to act out the story of *Library Lion*. Explain that each camper will have a chance to play one of the main characters.

Give campers the freedom to make signs or use other simple props to support the storytelling.

Ask for volunteers or assign the following roles: Lion, Miss Merriweather, Mr. McBee, the story lady, and a few children who use the library.

When the first actors are ready, say: *If you get stuck and forget what comes next, ask for help! Before we start,*

remember that our camp community supports each other. Each of you belongs to this community, and in this community, we don't laugh at others if they make a mistake. Let's be supportive audience members by listening and showing kindness.

If time permits, have campers act it out several times. After each performance, ask the audience: *What did we love about that performance? What was your favorite part? Did we miss anything important? Is there anything we want to look back in the book for before we do it again?*

TRANSITION SONG

The Cleanup Song

READING POWER: Story Elements 25

TEACH: An element of the story is like an ingredient in a recipe. The characters, setting, and story events are the elements that work together to make the whole story. Details are the small pieces of information that tell us even more about a story element.

Share the Story Elements chart. This chart shows the characters, the setting, and two key events from the story. Today we're going to practice describing these elements with details. Model how to complete a description by pointing out that you used examples from the book to support your thinking.

STORY ELEMENT	DESCRIPTION
Character: Library Lion	The lion likes being in the library. He likes to hear stories, and to help the children and Miss Merriweather. He's caring because he breaks the rules to help Miss Merriweather when she is hurt, even when he knows it might get him in trouble.
Character: Miss Merriweather	
Character: Mr. McBee	

Setting

Event

Event

Event

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Lit Camp

use the elements listed on the chart and describe them

back in the book for more clues.

BUNK TIME: Independent Reading 20

Before settling down for independent reading, have campers stretch, shake, or move in time to music. Campers will read independently for 10 minutes.

After the first 10 minutes, stop them and say: *Campers, now you're going to have some time to read with a friend. I want you and your friend to sit next to each other with the book in between. Take turns reading each page back and forth. When you're done with the book, choose a character, setting, or event from the book. Remember to go back to the text if you think you forgot anything about your story element.*

Select a few campers for reading conferences during this time.

Possible Areas of Focus for Conferencing

- Who are the characters in the book?
- Can you describe one element of the book with details (character, setting, story events)?
- If the camper is reading nonfiction: Can you show me a nonfiction text feature in your book?

EL SUPPORT Use pictures from *Library Lion* or children's independent reading books to review the meanings of feeling words, e.g., happy, sad, angry, excited, worried, before asking: *How are the characters feeling? How do you know?*

<	K	98%	1	72%	2	33%	3	7%	4	4%	5	0%	6	0%	7	0%	8
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Grade 2 Standards
as of August 14, 2020 (Today)

	AS											CO				PV		G
	Addition & Subtraction: L...	Addition: Compensation	Identifying Missing Tens	Subtraction: Constant Dif...	Addition: Doubling	Adding & Subtracting Gro...	Finding Groups of Tens	Identify Number Pairs up ...	Making Jumps of 10	Making Jumps of 3 to 9	Patterning with Numbers	Assessing Equality	00	00	...
	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	☰	...
● Proficient	3	3	3	3	3	5	5	5	11	8	3	6						
🔄 In Progress	0	0	2	0	0	6	0	1	1	3	2	0						
Students [24]																		
Alexis Surridge	○	○	○	○	○	🔄	○	○	○	○	○	○	○	○	○	○	🔄	○
Alycia Blau	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	🔄	○
Bebe Jaus	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Birdie Konarik	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	🔄	○
Camellia Emilin	○	○	○	○	○	○	○	○	●	🔄	○	○	○	○	○	○	○	○
Colton Quon	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Duane Woodgate	○	○	○	○	○	○	○	○	●	●	○	○	○	○	○	○	○	○



INTRODUCING Tier III Intervention

IN LEX 2.5

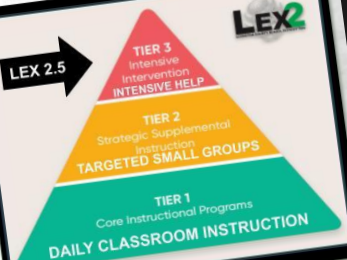
EVERY MINUTE COUNTS - URGENCY IN INTERVENTION IS PARAMOUNT

THANK YOU!

You make a difference every day in your classrooms, but by teaching in Lex2.5 you're being an academic lifeline to students who are struggling. You have the potential over the next few weeks to change the direction of their school year for years to come. The work will not be easy. It will take the utmost urgency and precision as you look to identify and meet specific needs. No two students in your group likely need the same thing. But you're not alone. We're just an email or phone call away to help you with any question, concern, or instructional need.

Thank you in advance for the work on which you're embarking. We appreciate you!

Rob Burggraaf, Director of Instruction rburggraaf@lex2.org
Cathy Jones-Stork, ELA & SS Coordinator cjones@lex2.org
Jennifer Wise, Math Coordinator jwise@lex2.org



KNOW YOUR STUDENTS

Talk to students' classroom teachers

As soon as you have your roster of students, go into investigative mode. Find out their relative strengths and weaknesses. Are they good at decoding, but poor in comprehension? Or are they below grade level because they don't have the phonetic foundation needed to decode words? What math concepts do they understand that you can build from when addressing gaps?

Dreambox Standards Report

Where does their proficiency with math standards begin to break down? Will you frustrate yourself and your students by trying to teach multiplication when they don't yet have a grasp of addition? Let this help you find your starting point, which will be unique to each student.

Take and share notes about progress / strategies / etc.

Chances are good that even with gains made during this session, students will still have gaps and receive additional Tier II intervention in their classroom, Tier III intervention during the day, or maybe attend a future Lex2.5 session. Any notes you can take and share with classroom teachers about student progress and what works effectively will increase the impact of those additional times.

ELEM SCHEDULE:

2:30 - 2:40 Snack, Activity/Organizing
 2:40 - 2:45 Transition
 2:45 - 3:20 Intervention
 3:20 - 3:25 Transition
 3:25 - 4:00 Intervention
 4:00 Dismissal

MS SCHEDULE:

3:45 - 4:00 Homework/Organize Materials/Independent Reading
 4:00 - 4:30 Intervention
 4:30 - 4:45 Transition, Snack
 4:45 - 5:15 Intervention
 5:15 Dismissal

RESOURCES FOR LEX2.5 - TRAINING

ELA

- **Elementary Video**
- **Middle Level Video**
- **LexCam Training (Scholastic)** - if not familiar with the program already
- *When you will not be able to fit all components into a Lex2.5 session, but this helps you understand the components so you can strategically plan
- Explicit phonics instruction as needed

MATH

- **Elementary** - send Rob/Jennifer a Google Doc with your roster and the 1 or 2 standards each individual student should be working on in DreamBox
- **Middle Level Video**



Cathy Jones-Stork

Lexington School District Two



August 31, 2021

Dear Parent(s)/Guardian(s),

As students progress through their K-12 education, there are certain foundational skills in reading and mathematics that foster success in future grades. While these foundational skills are emphasized at key points along the way, sometimes students need additional time to develop and refine these skills for their use and application. As subject-area content increases in complexity, students have less time within the normal instructional day to focus on these core skills. Recognizing a need to continue to develop these skills through providing additional instruction and practice, we are pleased to begin offering an after-school learning program called Lex2.5.

Our building administrators and district staff worked together to make this program accessible to students and families. Sodexo, our food services provider, will feed students a snack during the program. Bus transportation will be provided for students at the end of the program each day. As a district, we have strategically selected instructional resources for this program that provide a different approach than what students receive during the school day.

Schools established criteria to identify potential participants in this program whom they feel would best benefit from this additional skill development. You are receiving this letter because your child's school wants to help him/her during this upcoming program window. We ask you to please prioritize the opportunity and commit to your child's attendance in this program. Not only will this help them in their current grade level, but it will build confidence and skills that will better position them for success moving forward in their education.

Please see the enclosed agreement form for more details. We ask that you sign this form and return it to the school as soon as possible so the Transportation department can plan needed routes and the school can finalize student groupings.

If you have any general questions about this program, please feel free to email me at rburgraaf@lex2.org or call me at 803-739-3186. If you have specific questions about the program at your child's school, please contact the building principal by calling the school's main office.

Thank you for your continued partnership in your child's education!

Sincerely,

Dr. Rob Burggraaf
Director of Instruction

Lex2.5 After-School Program Enrollment and Transportation Form

SCHOOL NAME	STUDENT GRADE LEVEL
STUDENT FIRST NAME	STUDENT LAST NAME
	MY CHILD WILL ATTEND THE LEX2.5 AFTER-SCHOOL PROGRAM.
	MY CHILD WILL NOT ATTEND THE LEX2.5 AFTER-SCHOOL PROGRAM.

- I am committed to making sure my child attends **Lex2.5** every day during the length of the program.
- I understand that his/her progress is dependent on being on time, actively participating, and behaving appropriately.
- I understand that if my child does not meet these expectations, he/she may be removed from the program and/or bus service.
- My child may also be removed from the program if not in attendance on the first day of the program or if he/she is absent for three consecutive days without giving prior notification to the school.

The program will run from _____ to _____, Tuesday through Thursday, from 4:05 PM to 5:30 PM. Students will receive a snack and bus transportation is provided.

The behavioral and attendance expectations and objectives of after-school programs are the same as those during the regular school day. I have read and understand all information provided regarding my child's participation and agree to fully support him/her as a learner in the program and at home.

PARENT/GUARDIAN NAME (PLEASE PRINT.)
PARENT/GUARDIAN SIGNATURE

TRANSPORTATION INFORMATION		
MY CHILD WILL DRIVE A VEHICLE	____ Yes	____ No
MY CHILD WILL BE A CAR RIDER	____ Yes	____ No
MY CHILD WILL BE A BUS RIDER	____ Yes	____ No
ADDRESS FOR BUS DROP-OFF		
Please list any health, medication, or special family issues teachers should be aware of.		

FOR SCHOOL USE

TEAM EFFORT



**Board of Trustees &
District Leadership**



Food Services

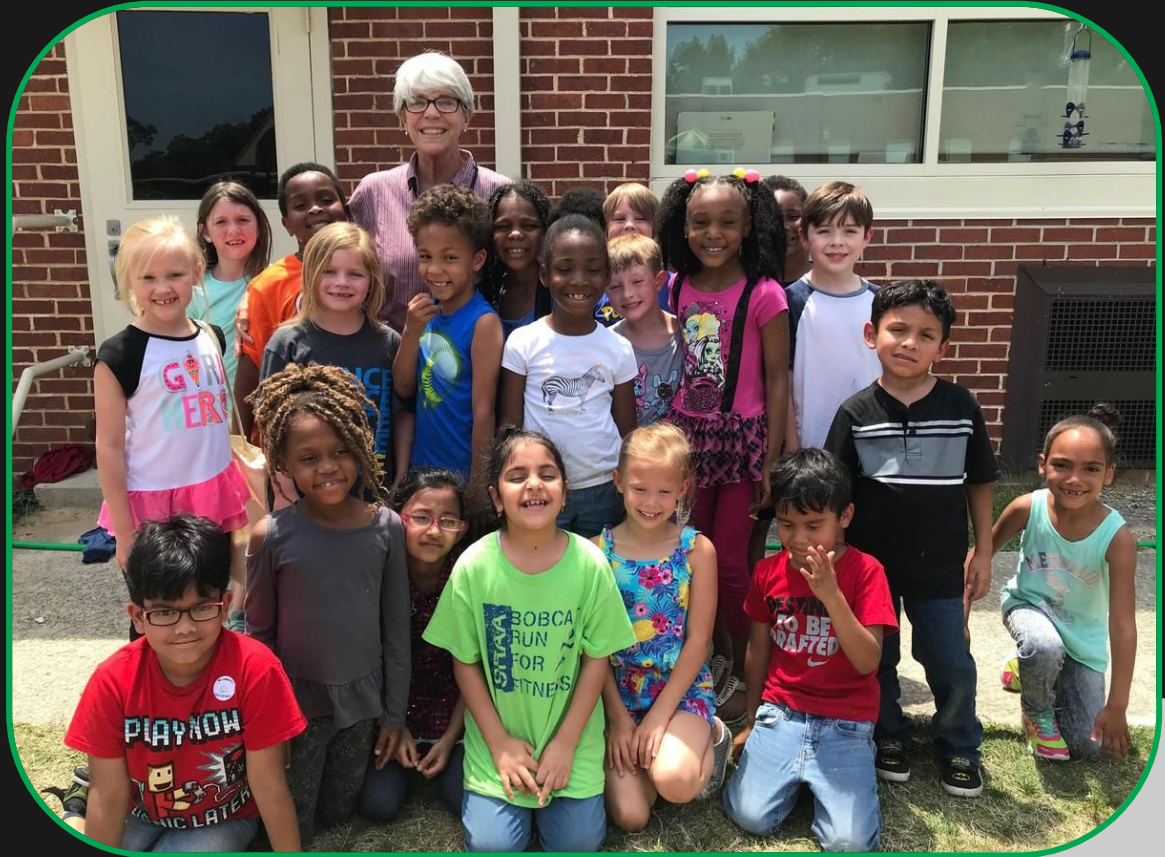


After-Program Care

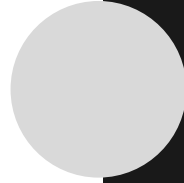


**Transportation
Department**

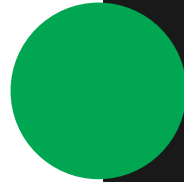
2,582
students
served



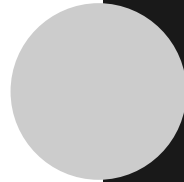
Lessons Learned Over the Last Two Years



Staffing influences
resources and results



Urgency is paramount
for student growth



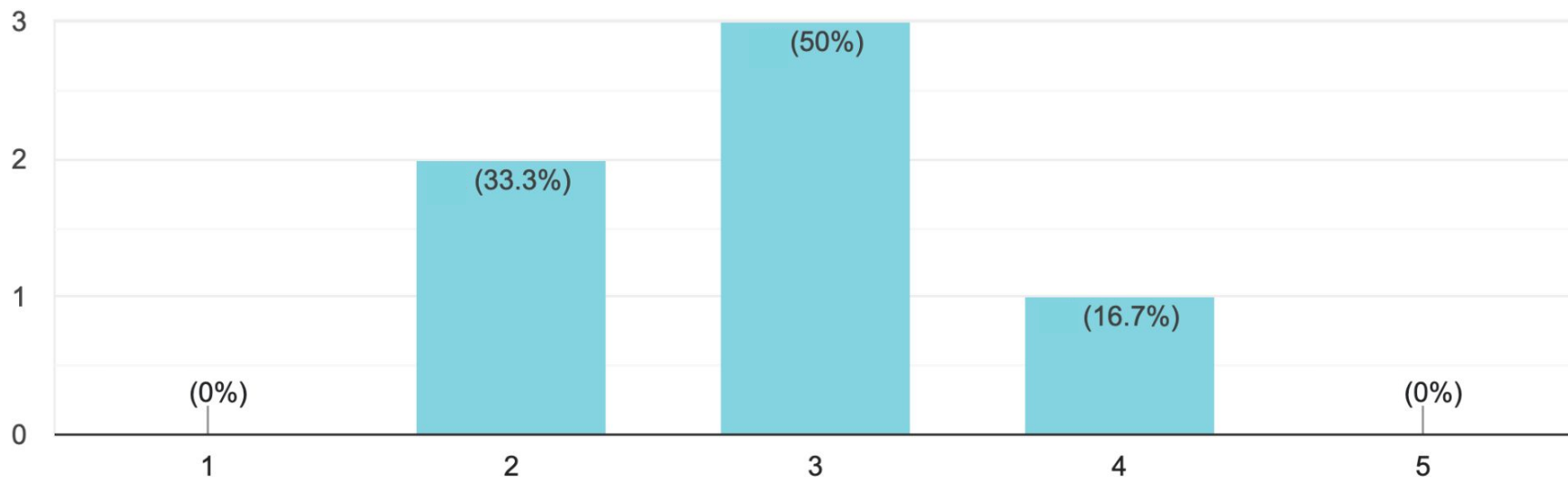
Program effects are
difficult to measure

Fall 2022

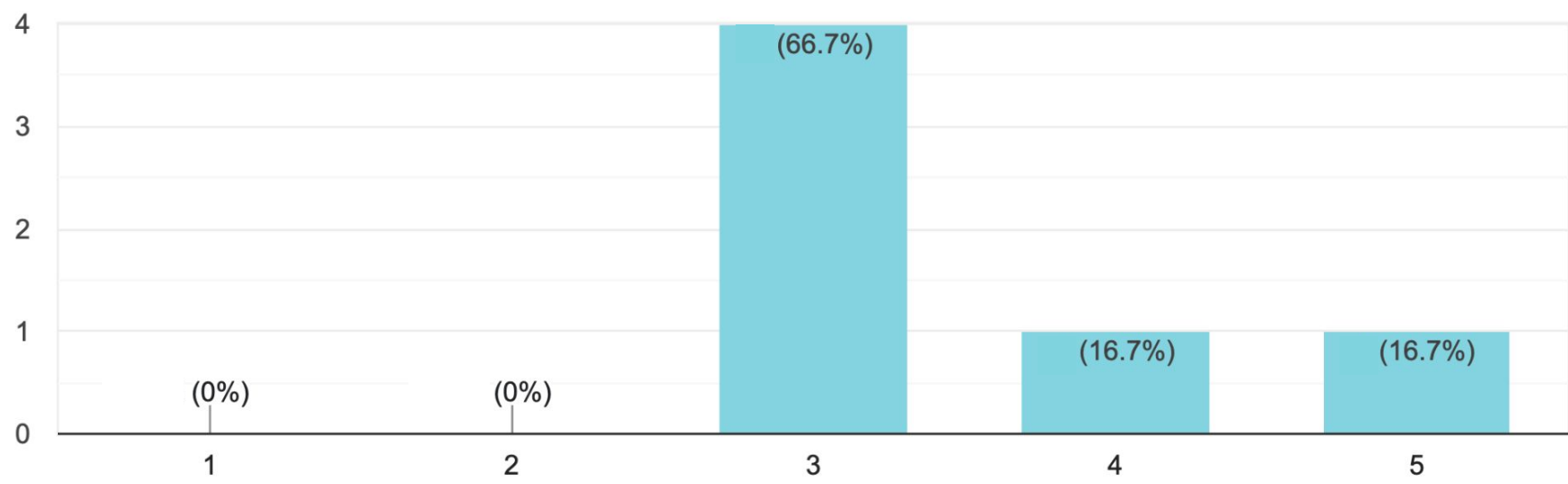
School	Reading %ile Gain	Math %ile Gain
School #1	- 4.88%	- 1.15%
School #2	+ 1.62%	+ 7.15%
School #3	+ 3.47%	+ 2.91%
School #4	- 5.41%	+ 2.48%

We surveyed our building administrators after this year's fall session.
Here is their feedback...

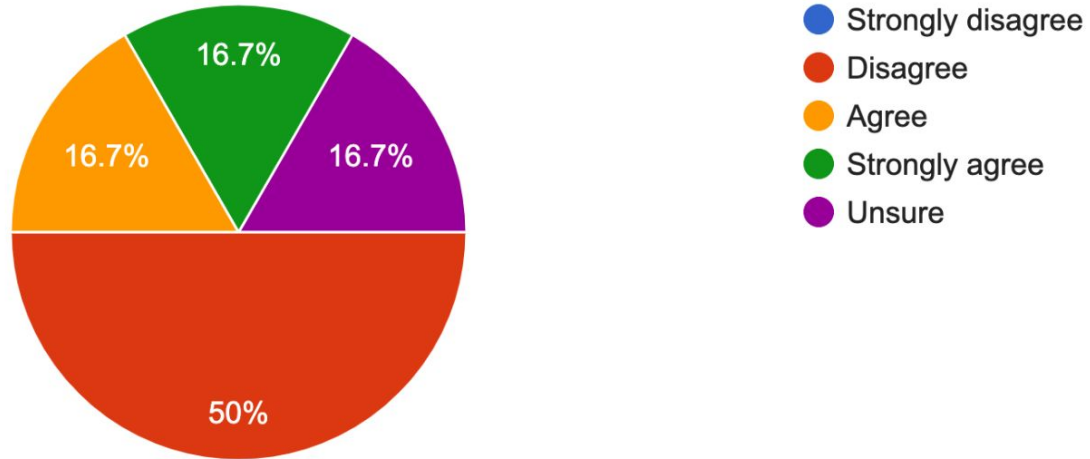
Lex2.5 is helping grow my students.



Lex2.5 is a beneficial use of ESSER funding.



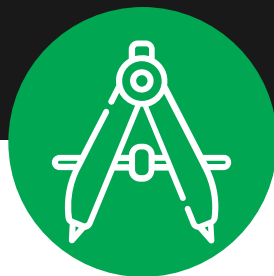
My Lex2.5 teachers communicate with students' classroom teachers regarding academic performance and needs.





ELA

3rd Grade: +3.8%
4th Grade: +3.7%
5th Grade: +13.4%
6th Grade: -2.8%
7th Grade: -1.2%
8th Grade: -0.2%



MATH

3rd Grade: -1.7%
4th Grade: +2.1%
5th Grade: +8.0%
6th Grade: -3.0%
7th Grade: -2.0%
8th Grade: +3.4%



WIDA ACCESS

Listening: +0.9%
Speaking: +1.3%
Reading: -3.7%
Writing: +0.2%

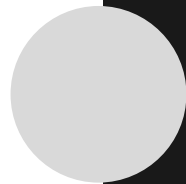


GRAD RATE

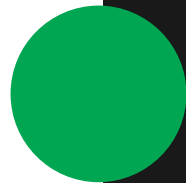
+3.2%

CHANGE FROM SPRING 2021 TO SPRING 2022

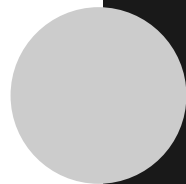
How We're Continuing to Improve the Program



Increasing specificity
of instruction to
students' skill gaps



Moving to in-person
training for teachers



Incorporating more
explicit phonics
instruction

Questions?





Dr. Dixon Brooks
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Mrs. Jennifer Wise
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Dr. Rob Burggraaf
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Lex2.5

A Team Approach to
Academic Intervention