Hello!

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Who’s in the room?
Icebreaker
Learning Outcomes

1. Reflect on current tiers of instruction (specifically intervention)
2. Dream of what could be possible next!
3. Create your plan
What does your intervention model currently look like in your school/district?
How could it be even better?
One Idea
Here’s Our Story...
## Our Rationale

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>- intervention was time away from core instruction = more gaps</td>
<td>- create a time not during core instruction</td>
<td>- all students got enrichment &amp; those who needed intervention did too</td>
</tr>
<tr>
<td>- disconnect between teacher and intervention teacher</td>
<td>- roster teacher knows students best</td>
<td>- teachers could target specific needs or preteach/reteach</td>
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<tr>
<td>- not seeing growth in the data</td>
<td>- change the delivery model</td>
<td>- outstanding growth in data</td>
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</table>
These are some of our results since implementing this model.

Impact has spread! In OUSD.

| # of students reached in previous model | 37 |
| # of students reached with art enrichment/intervention | 188 |
Results

Beginning of the year: 24% were considered at grade level

End of the year: 63% were considered at grade level!!!

<table>
<thead>
<tr>
<th>Levels of growth</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students</td>
<td>5</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>(previous model)</td>
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</tr>
<tr>
<td># of students</td>
<td>13</td>
<td>27</td>
<td>34</td>
<td>29</td>
<td>20</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>(with art model)</td>
<td></td>
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</tbody>
</table>
Why Art?

**WHY ART?**
Art gives students a voice in learning and telling their stories.

**WHY ART?**
Art builds creative, innovative students who can think outside the box.

**WHY ART?**
Art stimulates the development of the young brain.

https://www.csusm.edu/artopp/tons_of_research/english.html
Keys to Success

- Intervention tracking system
- Highly skilled & invested enrichment teacher
- Clear expectations
- Ongoing data analysis
- Whole group collaboration for intervention strategies
- Creating a community of risk takers
Standards based art activities
Basic art materials go a long way...
More than your average painting
“I found that I could say things with colors and shapes that I had no words for.”

-Georgia O’keeffe
Points to Ponder

▷ Who delivers your intervention?
▷ What does collaboration look like?
▷ How is the effectiveness tracked?
▷ What do you do when students still aren’t making progress?
Let’s Try It Out Together!

Art enrichment lesson with Katherine, while Sheryl pulls small groups (everyone will get a turn for each, we will switch)
What was that experience like?

What are your takeaways and share outs from today?
Questions?

Contact Us:
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