

# Intervention

## PFC Edition

### welcome

03.2026

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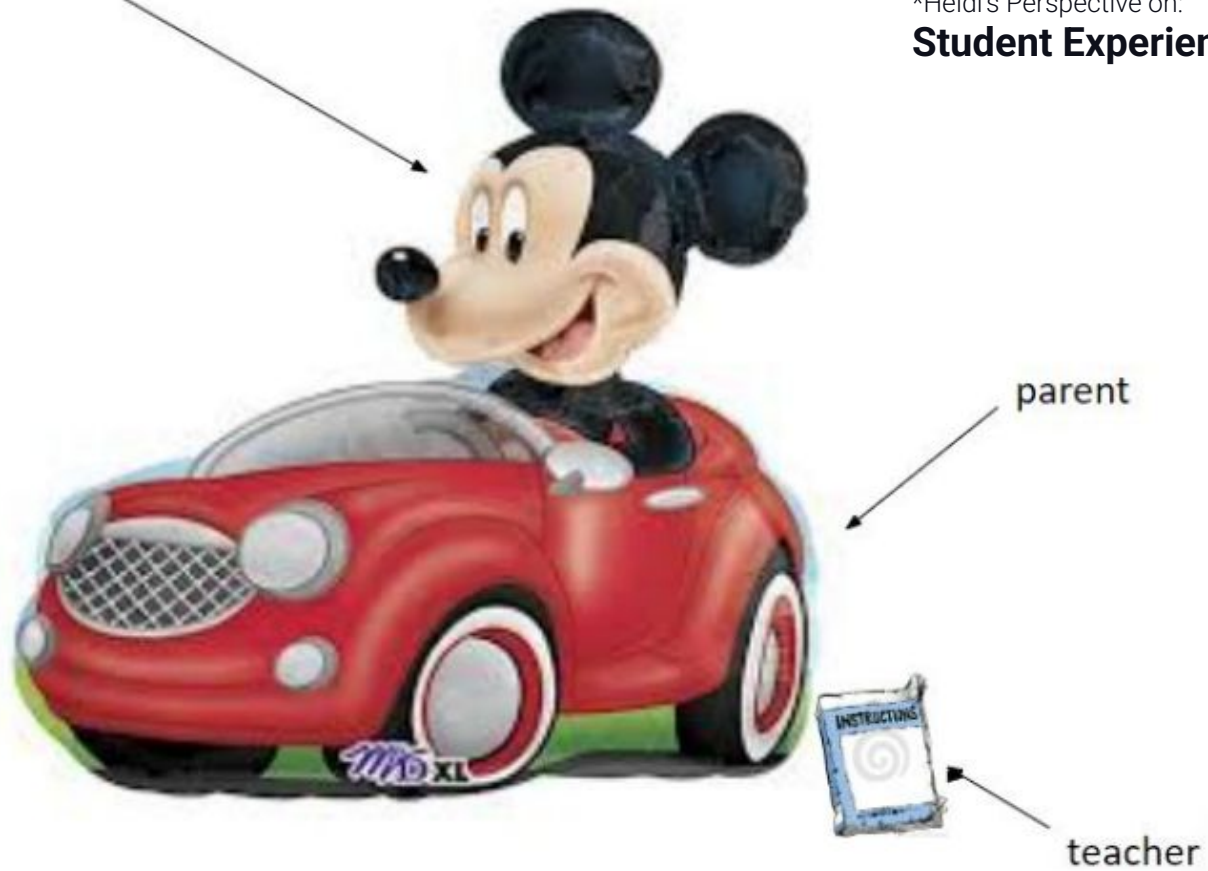
# About Heidi...

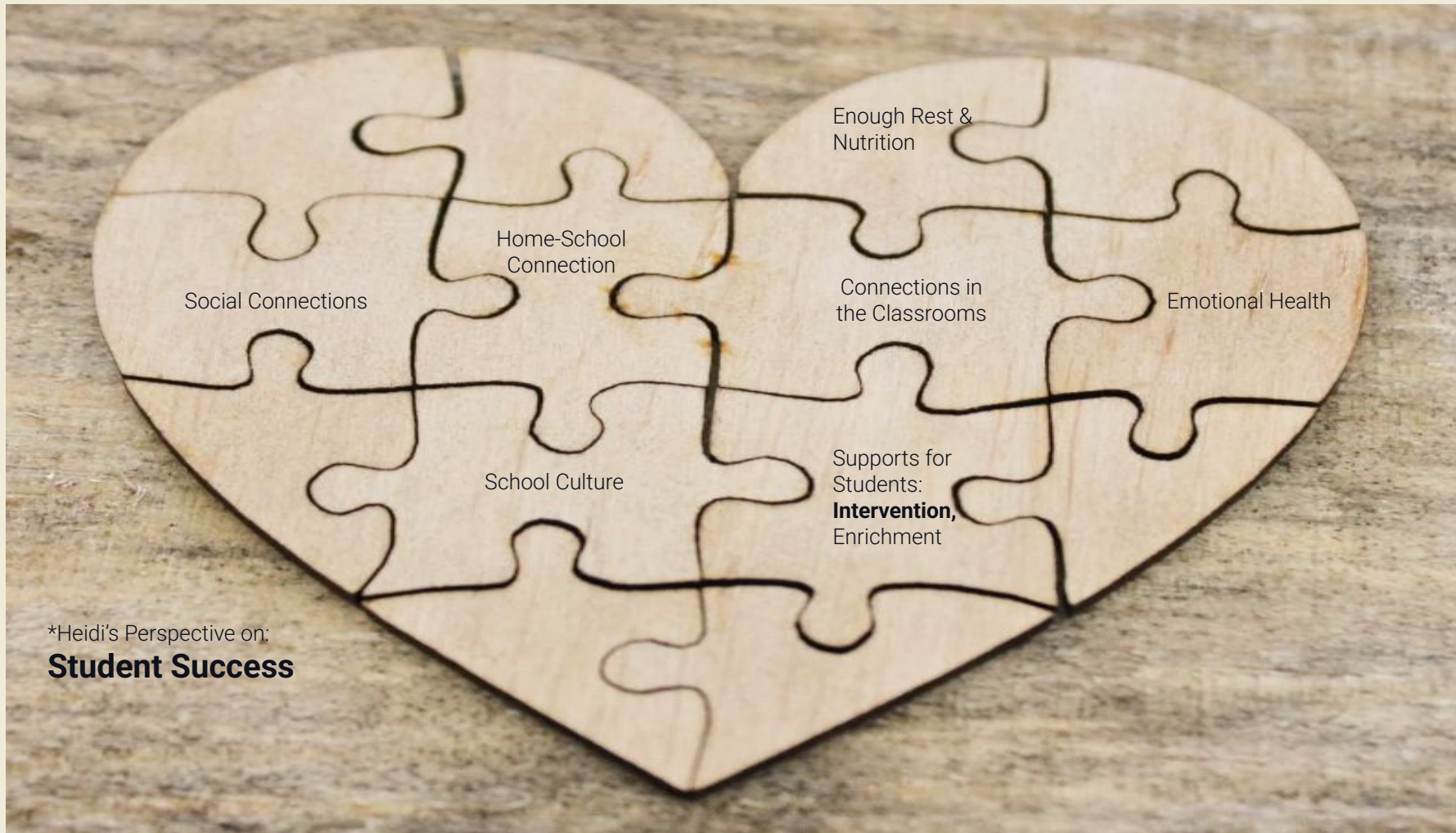
- \*Bay Area Born & Raised
- \*MDUSD parent; 2 kids
- \*1st generation American
- \*Traveled to 48 states
- \*Loves to be outside
- \*20th year teaching
- \*My philosophy on the Student Experience
- \*Why intervention? And how does it fit?



Student

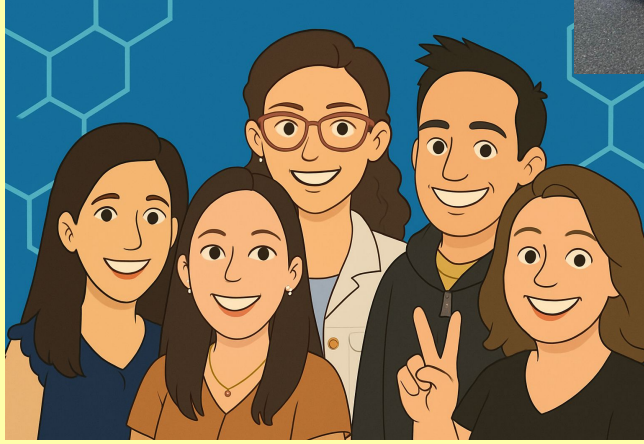
\*Heidi's Perspective on:  
**Student Experience**





\*Heidi's Perspective on:  
**Student Success**

# About The Team...



- \*Ms. Lauren
- \*Mr. Francisco
- \*Ms. Julia
- \*Ms. Allison



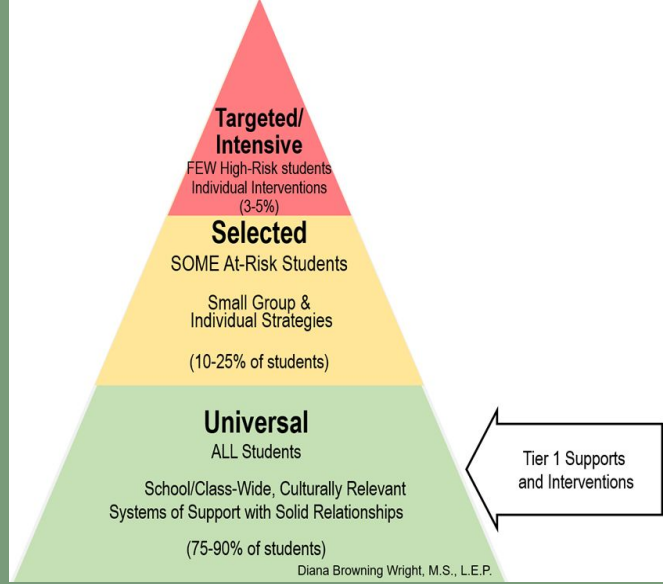
# My Role

- \*Use screeners to create potential groups
- \* Direct use of targeted assessments to identify specific needs of groups
- \*Direct structured & targeted lessons to use
- \*Create progress monitoring assessments to track progress
- \*Look at data and direct any specific areas to focus on
- \*Organize & update all data for students
- \*Coordinate, collaborate, & communicate with teachers about students
- \*Attend weekly CARE meetings or SST meeting to help give more insight on students' skills
- \*And the list goes on.... =)

# The Team's Role

- \*Use structured & targeted lessons
- \*Progress monitor biweekly
- \*Write weekly notes
- \*Adjust lessons as needed
- \*Build connections
- \*Have FUN while implementing boundaries
- \*Extra yard duty supervision when needed

# What to expect...

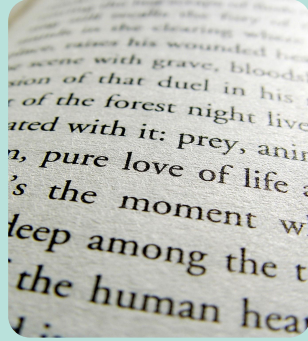


## What is intervention?

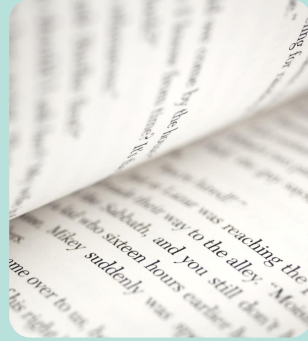
## Show me the data!

## Impact & Next Steps.

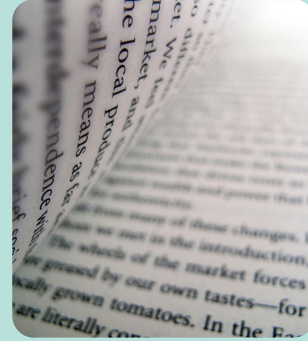
# What is NOT intervention?



**Resource or  
Special  
Education**

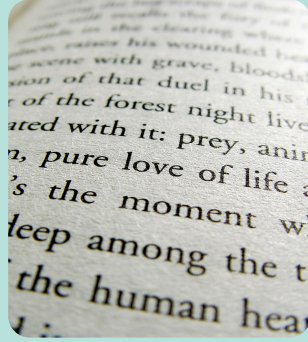


**A Place to  
Finish  
Incomplete  
Assignments**



**Tutoring**

# What is intervention?



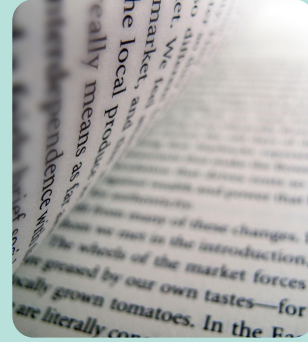
## Targeted & Systematic

- \*UFLI
- \*REWARDS
- \*Math- Working Backwards



## Set Cycles with Progress Monitoring

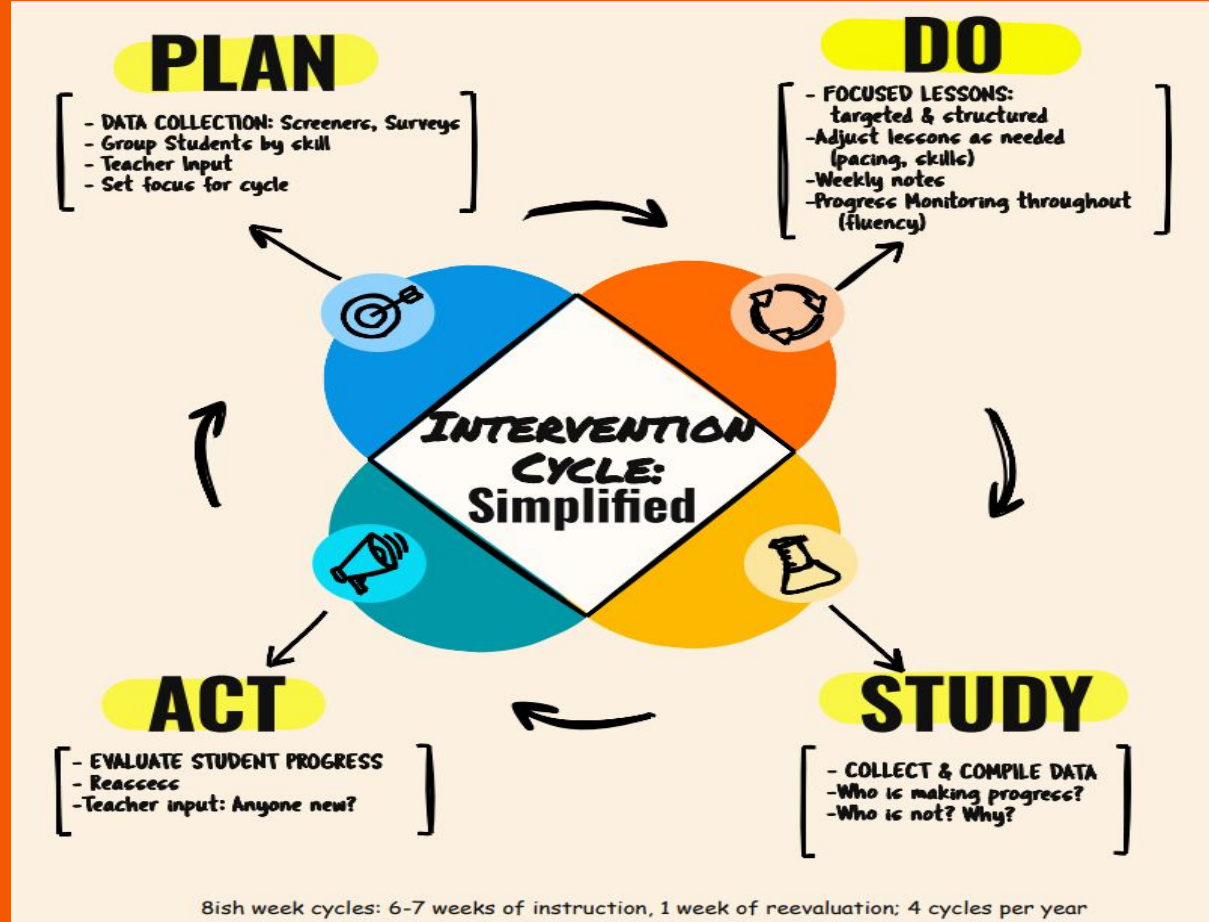
- \*K- Sounds, VC/CV
- \*1st- Sounds, CVC/CCVC
- \*3rd- Multisyllabic word reading
- \*4th-5th- Words in context



## Guided by Data

- \*District assessments
- \*Data Analytics
- \*ORF, Accuracy
- \*Quick, Weekly Checks

# What does intervention look like at Bancroft?



# What does intervention look like at Bancroft?

## Who?

- \*K-5
- \*Students scoring Well Below or Below
- \*ELA and/or Math

## What?

### *Reading*

- \*Phonemic Awareness
- \*Phonics
- \*Fluency
- \*Comprehension
- \*Writing/Penmanship/Mechanics

### *Math*

- \*Basic Number Sense
- \*Operations
- \*Word Problems

## Where/When?

- \*Middle of Pods (B, C, D)
- \*4-5/week
- \*15-45 min.

## How?

- \*UFLI: Explicit & targeted phonics
- \*REWARDS: Multisyllabic word reading skills & rate development
- \*Supplement: Content readers for 4th & 5th, Fluency passages based on student interests

\*Progression of math skills using curriculum as a guide.

# Data from Intervention PM

minutes

students.

snapshots

\*minutes vary from grade to grade

\*minutes also vary from cycle to cycle

\*\*Research shows students in grades 1-5th need at least 80-100 minutes of small group instruction to see gains\*\*

\*Cycles 1 & 2: Only ELA focus

\*Cycle 3: ELA % Math (2nd-5th)

\*Overall data and growth

\*View of data for 5th grade ORF

vs.

\*View of data for 2nd grade CORE

# minutes.

	Minutes/week (ELA) Cycle 1 & 2	Minutes/week (ELA) Cycle 3	Minutes/week (Math) Cycle 3
Kinder	30-75	30-75	
1st	80	<b>80</b>	
2nd	160	80	80
3rd	200	100-200	100
4th	200	100-200	100
5th	200	100-200	100

	Absences	Absent, Tardy, Left Early, or FT/Assembly
Cycle 1	3.68%	9.02%
Cycle 2	7.54%	8.98%
Cycle 3...so far	3.82%	7.68%

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vs.

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# students

	# of students in Cycle 1	# Students Exited Cycle 1	# of students in Cycle 2	# Students Exited Cycle 2	# of students in Cycle 3: ELA	# of students in Cycle 3: Math
Kinder			17	4	29	
1st	27	3	26	5	25	
2nd	20	2	20	8	28	27
3rd	21	3	19	5	20	14
4th	21	3	23	5	18	9
5th	21	5	20	4	19	9
Totals	110	16	125	31	139	59

\*% in dual vs. mono

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# snapshots.

	Letter Name (K)	Letter Sounds (K-1)	CORE CVC (1st)	CORE: R/LV (2nd)	CORE: Multisy (3rd)	ORF (2-5)	Accuracy (2-5)	ORF (Green/Blue) (2-5)	Accuracy (Green/Blue) (2-5)
Kinder	79%	85%							
1st		58%	62%						
2nd				62%		33%	29%	33%	67%
3rd					73%	0%*	70%	0%*	65%
4th						73%	46%*	74%	100%
5th						77%	62%	85%	96%
Avg.						46%	52%	48%	82%
*Data based on GROWTH to the next strand*									

<Data BOY to MOY>

\*Accuracy precedes fluency

\*Already high accuracy rate to begin with; Therefore rate of growth seemed lower.

# example of snapshot.

5th Grade Oral Reading Fluency & Accuracy:

Date	ORF 5.1	Accuracy	Date	ORF: 5.2	Accuracy	Date	ORF 5.3	Accuracy	Date	ORF 5.4	Accuracy	Date	ORF 5.5	Accuracy 5.5
9/8	67	94%	10/1	75	97%	10/21	94	100%	11/19	114	97%	12/17	123	98%
9/8	98	98%	10/1	116	97%	10/21	109	98%	11/19	158	99%	12/17	177	99%
9/8	95	98%	10/1	75	93%	10/23	107	99%	11/19	112	98%	12/17	135	98%
9/8	153	99%	10/1	99	98%	10/21	114	98%	11/19	164	97%	12/17	170	99%
9/8	64	97%	10/1	82	99%	10/23	84	100%	11/19	110	99%	12/17	106	99%
9/8	90	98%	10/1	110	99%	10/21	124	99%	11/18	97	99%	12/17	133	99%
9/8	138	99%	10/1	134	100%	10/22	119	100%	11/19	191	100%	12/17	165	99%
9/8	77	95%	10/1	100	98%	10/23	107	99%	11/19	102	97%	12/17	136	99%
9/8	76	94%	10/1	95	99%	10/21	108	97%	11/19	185	99%	12/17	153	99%
9/8	89	99%	10/1	101	100%	10/22	75	99%	11/19	138	98%	12/17	138	98%
9/8	74	95%	10/1	96	100%	10/23	75	96%	11/19	90	97%	12/17	106	96%
9/8	35	90%	10/1	44	96%	10/21	54	93%	11/19	76	95%	12/17	82	98%
9/8	120	98%	10/1	153	99%	10/21	151	100%	11/19	160	99%	12/17	125	99%
9/8	71	99%	10/1	101	97%	10/21	80	81%	11/18	110	97%	12/17	107	100%
9/8	88	96%	10/1	101	97%	10/21	93	93%	11/18	116	99%	12/17	128	100%
9/8	73	96%	10/1	78	93%	10/21	88	97%	11/18	82	94%	12/17	119	99%
	Goal: 111 WPM			Goal: 111 WPM		End of Cycle 1	Goal: 111 WPM			Goal: 122 WPM			Goal: 122 WPM	
	BOY			BOY			BOY			MOY			MOY	

# example of snapshot.

2nd Grade CORE Phonics:

CVC BOY	CVC End Cycle 1	CVC End Cycle 2	Consonant Blends BOY	Consonant Blends End of Cycle 1	Consonant Blends End of Cycle 2	Digraphs BOY	Digraphs End Cycle 1	Digraphs End Cycle 2	R-Controlled BOY	R-Controlled End Cycle 1	R-Controlled End Cycle 2	Long Vowel Spellings BOY	Long Vowel Spellings End Cycle 1	Long Vowel Spellings End Cycle 2
14	5	4	12	5	4	11	4	5	7	2	5	1	0	1
6	5	3	2	4	4	0	0	1	0	2	1	0	1	0
12	4	4	12	5	4	10	3	4	5	2	5	13	5	4
9	4	4	1	4	3	0	4	5	0	0	1	0	0	1
2	3	3	0	1	2	0	0	0	0	0	1	0	0	0
14	5	5	5	2	5	9	5	3	3	0	4	4	5	4
14	4	4	7	4	3	10	4	1	7	4	3	6	2	3
11	5	5	7	3	5	8	3	5	7	2	3	2	0	4
13	5	5	8	5	4	10	4	4	12	3	5	12	5	5
12	4	5	3	4	5	1	3	4	0	2	4	0	2	2

Snapshot of students exited:

12	5	5	8	3	4	2	3	4	9	5	3	9	3	5
8	5	4	10	5	2	5	4	4	1	1	3	0	0	4
13	5	5	8	5	3	11	4	5	2	3	3	9	5	5
7	5	4	9	5	3	7	1	5	7	4	4	9	3	3
12	3	3	9	5	4	12	4	3	1	3	4	11	4	5
14	5	5	13	5	5	12	5	5	12	5	5	12	4	5
13	5	5	2	3	4	5	4	5	7	3	4	6	1	5
15	5	4	9	5	4	10	3	3	5	3	4	12	4	4

# example of snapshot.

3rd Grade ORF:

Date	ORF 3.1	Accuracy	Date	ORF 3.2	Accuracy	Date	ORF 3.3	Accuracy	Date	ORF 3.4	Accuracy	Date	ORF 3.5	Accuracy 3.5	Date	ORF 3.6	Accuracy 3.6	Date	ORF 3.7	Accuracy 3.7	Date	ORF 3.8	Accuracy 3.8
9/8	61	94%	10/2	48	92%	10/23	52	90%	11/19	48	94%	12/17	56	97%	1/27	54	96%	2/12	85	94%	2/27	89	98%
9/8	36	84%	10/2	53	95%	10/22	43	84%	11/19	55	86%	12/17	40	82%	1/28	54	86%	2/12	78	90%	2/27	91	98%
9/8	47	90%	10/2	47	92%	10/23	30	86%				12/17	49	94%	1/27	59	94%	2/12	61	94%	2/27	91	97%
9/8	29	85%	10/2	37	93%	10/23	26	93%	11/19	19	73%	12/17	39	87%	1/27	35	40%	2/12	53	85%	2/26	73	97%
9/8	35	83%	10/2	45	94%	10/22	46	93%	12/1	49	90%	12/17	39	83%	1/29	49	90%	2/12	57	90%	2/27	68	97%
9/8	32	82%	10/2	34	83%	10/22	20	61%				12/17	30	68%	1/29	26	74%	2/12	34	87%	2/26	51	91%
9/8	63	91%	10/2	74	99%	10/23	52	93%				12/17	62	95%	1/29	50	77%	2/12	80	100%	2/26	74	97%
9/8	70	93%	10/2	106	98%	10/23	73	99%	11/19	88	99%	12/17	82	98%	1/27	83	97%	2/12	99	97%	2/26	114	98%
9/8	45	83%	10/2	35	85%	10/22	17	63%	11/19	30	86%	12/17	26	76%	1/29	26	74%	2/12	60	92%	2/26	73	97%
9/8	51	93%	10/2	61	95%	10/22	51	94%	11/19	50	94%	12/17	51	93%	1/27	43	93%	2/12	72	94%	2/25	94	100%
9/8	95	98%	10/2	91	97%	10/23	69	99%	11/19	94	97%	12/17	86	96%	1/27	73	95%	2/12	125	98%	2/26	142	99%
9/8	77	95%	10/2	74	94%	10/23	72	96%	11/19	100	96%	12/17	83	93%	1/27	113	97%	2/12	94	96%	2/25	121	99%
9/8	55	89%	10/2	42	91%	10/23	48	89%	11/19	46	90%	12/17	44	88%	1/27	48	92%	2/12	49	89%	2/26	73	100%

\*Updated to reflect end of cycle 3.

# Data from District Assessments

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# mClass.

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\*District assessments given 3x/year

\*K-2

\*Depending on grade & time of year, it asses: Phonemic awareness, phonics, word reading, ORF, accuracy, vocabulary, spelling, comprehension.

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# star

\*District assessment given multiple times throughout the year

\*Reading & Math

\*Assess word knowledge & skills, comprehension, analysis of text through various genres,

m  
c  
l  
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s

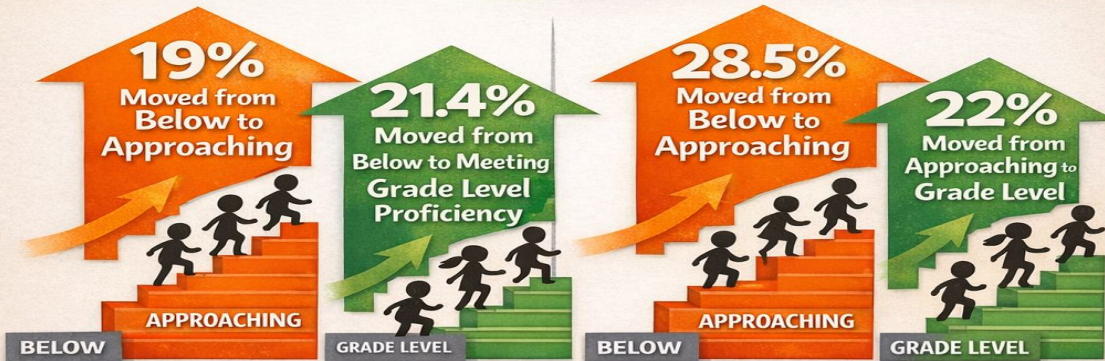
# 1<sup>st</sup> & 2<sup>nd</sup> Grade Student Growth

100% of 1<sup>st</sup> & 2<sup>nd</sup> Grade Students Showed Growth on mCLASS!



## 1<sup>st</sup> Grade Growth

## 2<sup>nd</sup> Grade Growth



8%

6%

1%

2%

Our 1<sup>st</sup> Grade Growth

District Trend  
6% BOY to MOY

Our 2<sup>nd</sup> Grade Growth  
1% BOY to MOY

Collective Accelerated Growth BOY to MOY  
Our 1<sup>st</sup> & 2<sup>nd</sup> Grade Students Demonstrated Accelerated Growth Compared to the District Trend



# star.

\*\*Needs to be updated\*\*

# Impact of Intervention at Bancroft... Beyond the Scores

## \*Teachers

- Focus on less students during Academy; Smaller class during targeted instruction
- Does not have to come up with focus/plan for Intervention Students
- Validates what teachers see in classroom
- Notes/Data specific to each child's needs

## \*Students

- Confidence: Small successes lead to big changes
- Attention/Positive Connection
- Voice is heard, even for our quietest learners

## \*Community

- Not like any other school
- Easy to see what the community finds is important: Supporting ALL learners

# Next Steps...

## \*Goals for 2025/2026 SY

- Refine Reading support within groups
- Zooming in on data; What can we do to get those Well Below to move up?

## \*Vision/Refinement 2026/2027

- Smaller groups = more targeted skills
- Refined parameters of who and what of groups
- More fluidity within groups between cycles
- Incorporate more modalities of learning within groups
- Simply continuing to build where we leave off at the end of 2025-2026

BOOK CLUB	HELLO	01
BOOK CLUB	INTRO	02
BOOK CLUB	BOOK CLUB	03
BOOK CLUB	BOOKS	04
BOOK CLUB	CURRENT BOOK	05
BOOK CLUB	NEXT MONTH	06
BOOK CLUB	CONTACT	07
BOOK CLUB	NEXT MEETING	08

**thank you.  
questions?  
clarification?**