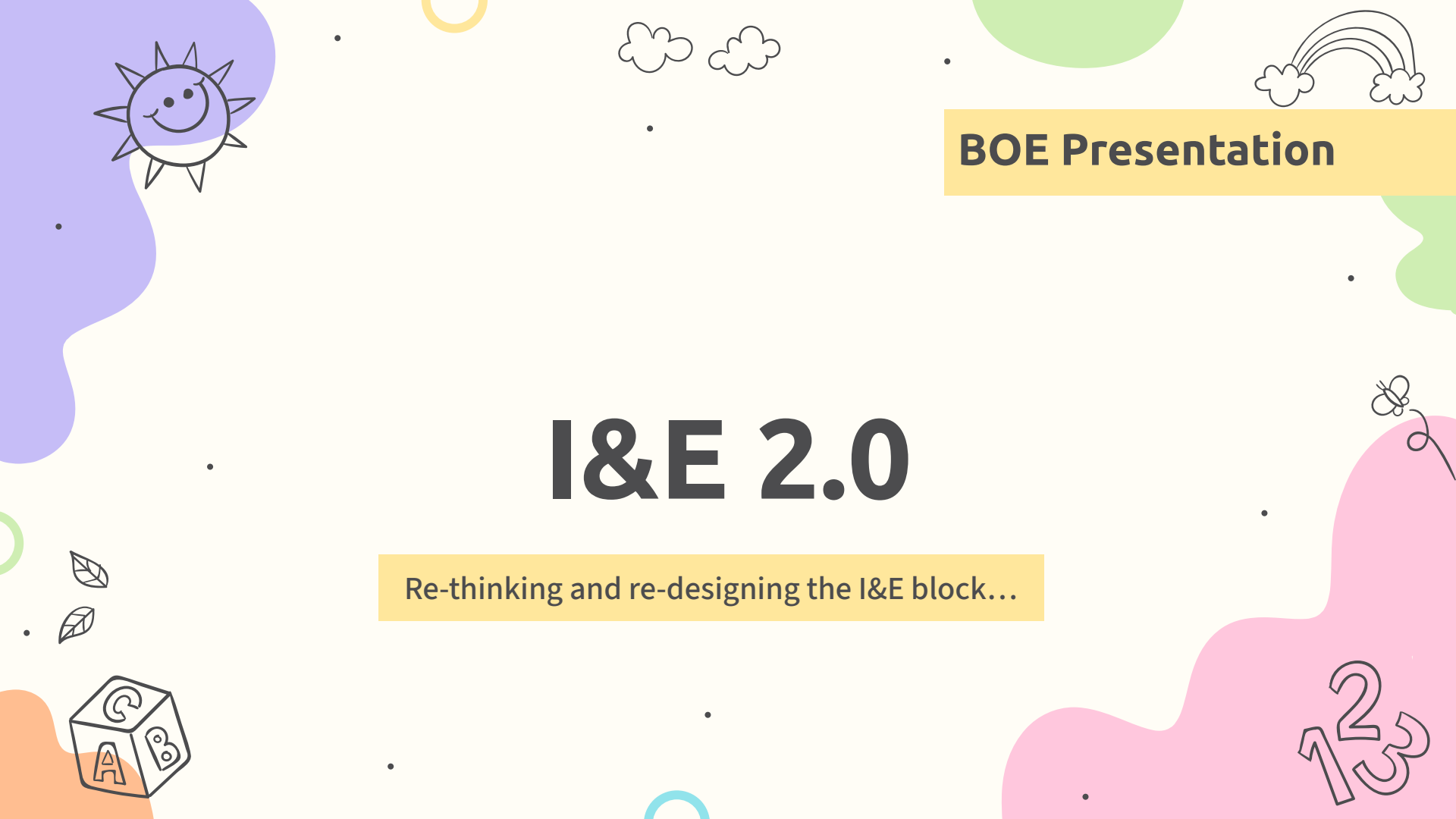




BOE Presentation

I&E 2.0

Re-thinking and re-designing the I&E block...



Purpose

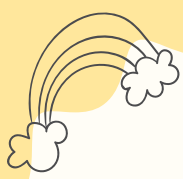


- Create a districtwide plan and committee to reimagine the I&E block (I&E 2.0).
- Align the I&E period with MTSS to ensure access and support for all students.
- Establish clear expectations and consistency across schools.

Why is I&E important?

- Provide targeted interventions without disrupting core instruction
- Offer meaningful enrichment for advanced learners
- Opportunity for differentiation

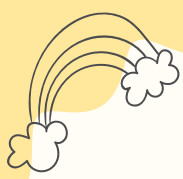




Past Challenges

1. **Undefined Purpose:** Practices vary by building and teacher; limited consistency.
2. **Inconsistent Guidelines:** Guidelines have been inconsistent.
3. **Weak MTSS Alignment:** Student placement in interventions isn't always data-driven or is driven by minimal data.
4. **Limited Resources:** Few vetted, curriculum-aligned materials for intervention/enrichment.
5. **Disconnected PLCs:** PLC data cycles don't always inform I&E planning.





Vision for a Redesigned I&E Block



- Operate within the MTSS framework, ensuring data-driven student placement for interventions and enrichment.
- Be guided by a districtwide handbook with clear expectations, structures, and accountability measures.
- Be supported by shared and vetted instructional resources for targeted skills.
- Be continuously improved through feedback, reflection, and data review.
- Ensure all students have access to enrichment, as well as intervention





Committee Formation



- A small committee representing a cross-section of the district was formed.
- Members were representative of nearly all schools, grade levels, and supports e.g. Title I and non-Title I
- Committee included coaches, basic skills teachers, classroom teachers, special education teachers, and ESL





Committee Responsibilities



- Vision Development: Define the purpose and guiding pillars of I&E.
- Handbook Design: Draft a comprehensive I&E Handbook (policies, expectations, templates).
- Systems Design: Utilize existing structures for student identification, tracking, and accountability and incorporate these into an updated approach to the I&E period.
- Resource Development: Curate an I&E Resource Drive with intervention and enrichment materials. This will be done in collaboration with LTCs and Math Coaches.
- Professional Learning Plan: Develop training for staff to ensure consistent implementation.
- Ongoing Review: Meet quarterly to evaluate data and refine systems.





Timeline



- **January 2026**- Post committee and interview interested candidates
- **February 20, 2026**- Initial meeting with committee
- **February-March 2026**- Meet 2x per month to build handbook/expectations
- **June 2026**- Finalize handbook and share with all staff
- **July-August 2026**- Work with LTCs, Math Coaches, and I&E Committee to build shared drive of intervention materials and ensure proper training for LTC's and Math Coaches to turnkey
- **September 2026**- Full roll out
- **November 2026**- Staff survey to determine needs and meet with committee to determine next steps





I&E Times

- K- 15 minutes on the end of CKLA Knowledge, CKLA Skills, and math
- 1st and 2nd Grades: 30 minutes
- 3rd Grade: 40 minutes
- 4th and 5th Grades: 60 minutes (in two blocks)

Example Weekly Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5
Block 1	ELA Intervention Group	Focus and Growth Time	ELA Intervention Group	ELA Intervention Group	Enrichment Check-In/Group
Block 2	Focus and Growth Time	Math Intervention Group	Math Intervention Group	Math Intervention Group	Focus and Growth Time





Group Structures

Group Structure

- Grouping occurs in **6-week sessions**
- Each marking period is approximately **12 weeks**
- Typically **2 sessions per marking period** (except marking period 1)

Grade Level Structure Guides by Marking Period					
Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5					
Grades 1-5					
MP 1		MP 2		MP 3	
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Introduce and practice I&E structures and procedures. Begin to compile data (student strengths and areas of growth) By Week 3, begin interventions with students identified by the MTSS process in the previous year.	Pull small groups within your classroom	Begin sharing [some or all] students in small groups 2x/week (Use MP1 and Benchmark 1 data)	Continue/revise Session 3. Groups can be modified based on recent data or remain the same based on student needs.	Share [some or all] students in small groups 2x/week (Use MP2 and Benchmark 2 data)	Continue/revise Session 5 shared students. Groups can be modified based on recent data or remain the same based on student needs.



Sharing Students Across Grade Level

- **Purpose** - To maximize instructional impact by grouping students across classrooms based on shared needs.
- **Guidelines**
 - Starting in MP2, plan shared Intervention and Enrichment groups
 - See *Structures and Schedules* section for additional information on sharing students across grade levels
 - Students may be shared for ELA or Math intervention groups.
 - Sharing is based on:
 - Common skill deficits or strengths
 - Not all students need to be shared every session
 - Use data to determine which students should be shared
 - Focus on efficiency and targeted instruction
 - Ex: If Classroom A has 3 students working on a targeted skill, and a student from Classroom B is working on that skill, the student from Classroom B will join Classroom A during the intervention time.



Year at a Glance

I&E Yearly Overview

Marking Period 1

- Session 1 (first 6 weeks): Introduce and practice I&E structures and procedures. Begin to compile data and identify student strengths and areas for growth. Pull students already identified in previous years for intervention.
- Session 2: Pull student groups based on data:
 - Plan for and pull your own students based on data

OR

- Based on student goals, share students with grade level partners (groups meet at least 2x a week)

Marking Periods 2 & 3

- Sessions 3-6: Based on student goals, share students with grade level partners (shared groups meet at least 2x a week)
 - Selected students will be grouped based on similar intervention or enrichment needs (may be all students or only a handful of students that are shared)

Monthly/Marking Period:

- Meet with coaches, BSI, and interventionist(s) to examine grade-level data and use data to determine groups
 - Math: Equip and Marking Period data
 - ELA: DIBELS and Benchmark data





Intervention



- Resources for Interventions
- Vetted resources
- Skills-based

A	B	C	D	E	F	G	H	I
Foundational Skills								
Fluency	Decoding/Phonemic Awareness	Phonological Awareness	Tricky Words	Vocabulary	Conventions	Reading		
letter-sound & cvc fluency		Phonemes (2 or 3): Sound Boxes - Isolate Position	HeartWordMagi	ReadWorks: GKLA	Grammar: Nouns and Punctuation	Additional comprehension activities focused on specific skills can be found in mClass. 1. Go to Amplify 2. mClass 3. Instruction 4. Groups (Make sure to update recommendations)		
Teacher/Activity Directions	Student Materials	K-3 Sound to Spelling Sequence	Phonemes (2 or 3): Sound Boxes - Identify the Position Set 1	Amplify, Tricky Words Review	K-5 CKLA Vocabulary	Grammar: Sentence endings (-ed, -es, -ing, -s)	Comprehension Lesson Template	Comprehension Passage
letter-sound & beginning fluency (m, l, d, a, c, a, o, i)	m, l, d, a, c, a, o, i student materials	Letter Sound "Rules"	Phonemes (2 or 3): Sound Boxes - Identify the Position Set 2	Amplify, Tricky Words (fluency)	K-5 CKLA Vocabulary Lists	Verb, Tense and Adjectives	Thinking with Reading Chart Set 1	Thinking with Reading Chart Set 2
letter-sound & beginning fluency (n, h, f, s, v, z, p, e)	n, h, f, s, v, z, p, e student materials	Decoding Multisyllable Words	Phonemes (3 or 5): Find my Word	K-2 Tricky Words Lists		Grammar Game: Nouns	Fluency and Comprehension: Grammar (Nouns)	Fluency Comprehension: Grammar
letter-sound & beginning fluency (b, l, u, w, i, y, x, k)	b, l, u, w, i, y, x, k student materials		Phonemes (3 or 5): Identify the Position	Tricky Words Activity Pages		Grammar Game: Verbs		
Fluency Passage Practice			Segmenting Sentences	Tricky Words Activity Set 1		Grammar: Pronouns		
Stories Set 1			Syllables	Tricky Words Set 2				

A	B	C	D	E
Math Catalyst Scope and Sequence K-5	Early Numeracy	Place Value	Addition	Subtraction
K	Perceptual Subitizing Within 10	Compose, Decompose, and Represent Teen Numbers	Composition and Decomposition Within 10	Take Away to Subtract Within 10
	Verbal and Object Counting to 5		Count All to Add Within 10	
	Verbal and Object Counting to 10			
	Verbal and Object Counting to 20			
1st	Number Symbols to 10	Compose, Decompose, and Represent Numbers to 120	Compose 10	Count On to Find the Unknown
	Number Symbols to 20		Count On to Add Within 10	
			Understand Equality	
			Add Within 20	
2nd	Conceptual Subitizing Within 10	Compare and Order Numbers to 120	Add Within 100 by Using Mental Strategies	Subtract Within 20
			Add Within 100 With and Without Making New Tens	
			Add Within 1,000 by Using Mental Strategies	
			Add Within 1,000 with Regrouping	
3rd		Compose, Decompose, and Represent Numbers to 1,000	Solve One-Step and Multi-Step Word Problems Involving Addition	Solve One-Step and Multi-Step Word Problems Involving Addition and Subtraction
			Solve One-Step and Multi-Step Word Problems Involving Addition	





Enrichment

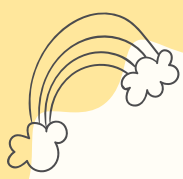


- Resources for Enrichment
- Vetted resources
- Project-based

CKLA		Math	
		Note- You may want to use PBL projects after students have completed the correlating Module.	
Knowledge 1 Tables and Stories Choice Board	Story Map Draw at least 2 important places. Label each place. Write 1 sentence explaining what happened there.	Module 1: Counting, Comparison, and Addition	Build a Math Town Sample Schedule Student Checklist
	Draw and Tell Choose one story. - Include: a drawing with characters and setting of the story, speech bubbles or labels. 1 sentence telling why you like the story.	Module 2: Addition and Subtraction Relationships	The Great Animal Sanctu
Knowledge 2 Human Body Choice Board	Body Parts & Jobs Pick a body part to draw (heart, lungs, brain). Write about what the body part does. Write why it is important.	Module 3: Properties of Operations to Make Easier Problems	The Great Toy Shop Mys
Knowledge 3 Different Lands, Similar Stories Choice Board	New Artwork: Draw a new cover for one of the stories. Write Your Own Story: Pick a story that we have read. Write your own version of the story. Include important characters.		Bird Watching EM2 Perf
Knowledge 4 Early World Civilizations Choice Board	Your Alphabet Create your own alphabet. Draw a symbol for each letter. Use your alphabet to write a sentence about yourself.	Module 4: Comparison and Composition of Length Measurements	Math Strategy Guidebook
	Myth Writing Write your own cultural legend. (ex: create a brand new legend about the sun or some other aspect of the natural world.)		Kites EM2 Performance Assessment The Great Math Museum

CKLA		Math	
		Note- You may want to use PBL projects after students have completed the correlating Module.	
CKLA Unit 1: Personal Narratives	Writing Project - Small Steps Connection Narrative	Module 1: Place Value Concepts for Addition and Subtraction	Design a City Budget Plan
	Then and Now Newspaper		
CKLA Unit 2: Middle Ages	Medieval Kingdom Challenge	Module 2: Place Value Concepts for Multiplication and Division	Space Mission Budget Planner
	Castle Engineering Challenge		
CKLA Unit 3: Poetry	Poetry Anthology Book	Module 3: Multiplication and Division of Multi-Digit Numbers	Rafting Down the Grand Canyon EM2 Performance Assessment
	Poetry Game Design		Elephants EM2 Performance Assessment
CKLA Unit 4: Eureka! Inventors	Shark Tank Invention Project	Module 4: Foundations for Fraction Operations	Stained-Glass Windows EM2 Performance Assessment
			Community Garden EM2 Performance Assessment
			Revolutionary War Rations EM2 Performance Assessment
			Fraction Cookbook





Ultimate Goal

- Create opportunities for students to receive quality intervention and quality enrichment
- Utilize the I&E block to support MTSS
- Ensure consistency across classrooms, grade levels, and the district



Questions?

