

Academic Intervention Services, Flooding Framework: K-6

LaFargeville Central School

What is Flooding?

“Flooding” is strategic, meaningful instruction for all learners. Several teachers, teaching assistant and/or aides are assigned to one grade level for two periods of 80-90 minutes. The adults are “flooded” in so the student – teacher ratio is smaller to ensure strategic and intentional planning and instruction. Traditional services that are included in Flooding consist of: AIS, RtI, gifted and special education.

Why does strategic and intentional instruction work?

Due to the increased number of teachers/instructors in a grade level, teachers are able to group students by specific skills and strategies in order to make the biggest instructional impact. Student groupings fluctuate depending on the skills/standards students need.

Flooding Groups

Each grade level will have four instructional flooding groups for reading/ELA and math during each flooding time (approximately 2 periods). Each group will meet during daily flooding as long as staff is available to provide four instructional groups.

1 Remediation

The student is not showing progress towards the skill/standard and may need **additional foundational skills** and **targeted interventions** to show growth. (may include RtI, AIS, special education)

2 Supplementary

The student is making some progress towards the skill/standard but may need **additional instructional interventions** to show grade level growth. (may include RtI, AIS, special education)

3 Reinforcement

The student is showing growth with the skill/standard but they may need **additional practice or strategies** to show mastery. (may include special education)

4 Enrichment

The student has shown mastery of the skill/standard and is increasing their understanding with **higher-level thinking activities**. (may include special education)

What is the difference between RtI and AIS?

	Reading/ELA Skills	Math Skills	Assessment/Data	Grouping Determination
RtI (K-3) <i>Reading & Math Readiness</i>	<ul style="list-style-type: none">DecodingFluencyTricky Words	<ul style="list-style-type: none">Number senseFluency	<ul style="list-style-type: none">Universal ScreeningsProgress Monitoring	<ul style="list-style-type: none">Data Chats (w/ Farney and/or Welsh)
AIS (2-6) <i>Reading & Math Understanding</i>	<ul style="list-style-type: none">ComprehensionWritten Expression	<ul style="list-style-type: none">Problem Solving	<ul style="list-style-type: none">NYS ExamsMath InterimsUnit TestsStudent Work Samples	<ul style="list-style-type: none">Common Planning (w/ grade level teachers and interventionists)

Interventionists: Adams, Sullivan, Walldroff

Flooding Checklist

Include Reading/ELA and Math Daily

Additional, planned and strategic instruction – not a study hall

Not a time to work on whole group modules

Grouping decisions are based on data - universal screenings, progress monitoring, formal assessments (unit tests, benchmarks), informal assessment (exit tickets), NYS Exams, student work samples

** Do not expect Reading/ELA groups to mirror Math groups

Flooding record is filled out by the grade level team and turned in by:

K-1 Sullivan

2-3 Walldroff

4-6 Adams

Groups should be reconsidered at least every 5 weeks, using data to drive decisions

Teachers develop their own plans/lesson for each group based on the skill being taught (decoding, fluency, tricky words, etc.)

If an aide/assistant is running a group, plan/lesson must be directed by a teacher

At any time, the teacher should be able to say, “The students are in this group because the data says _____.”

Flooding Examples – Four Teachers

Example #1

	#1 (Sullivan/Walldroff/Adams)	#2 (Sullivan/Walldroff/Adams)	#3 (Classroom)	#4 (Classroom)
20 min.	Remediation – ELA (tricky words)	Remediation – ELA (decoding)	Reinforcement – ELA (comprehension)	Enrichment – ELA (comprehension)
20 min.	Remediation – Math (number sense)	Remediation – Math (fluency)	Reinforcement – ELA (writing)	Enrichment – ELA (writing)
20 min.	Supplementary – ELA (tricky words)	Supplementary - ELA (fluency)	Reinforcement – Math (problem solving)	Enrichment – Math (problem solving)
20 min.	Supplementary – Math (fluency)	Supplementary – Math (number sense)	Reinforcement – Math (problem solving)	Enrichment – Math (problem solving)

Example #2

	#1 (Sullivan/Walldroff/Adams)	#2 (Sullivan/Walldroff/Adams)	#3 (Classroom)	#4 (Classroom)
20 min.	Remediation – ELA (tricky words)	Remediation – Math (number sense)	Reinforcement – Math (problem solving)	Reinforcement – ELA (comprehension)
20 min.	Remediation – ELA (fluency)	Remediation – Math (fluency)	Reinforcement – Math (problem solving)	Reinforcement – ELA (writing)
20 min.	Supplementary – ELA (tricky words)	Supplementary – Math (problem solving)	Enrichment – Math (problem solving)	Enrichment – ELA (comprehension)
20 min.	Supplementary - ELA (fluency)	Supplementary – Math (problem solving)	Enrichment – Math (problem solving)	Enrichment – ELA (writing)

Example #3

	#1 (Sullivan/Walldroff/Adams)	#2 (Sullivan/Walldroff/Adams)	#3 (Classroom)	#4 (Classroom)
40 min.	Remediation – ELA (tricky words & fluency)	Remediation – Math (number sense & fluency)	Reinforcement – Math	Reinforcement – ELA
40 min.	Supplementary – ELA (decoding & fluency)	Supplementary – Math (problem solving)	Enrichment – Math	Enrichment – ELA

Example #4

	#1 (Sullivan/Walldroff/Adams)	#2 (Sullivan/Walldroff/Adams)	#3 (Classroom)	#4 (Classroom)
40 min.	Remediation – ELA (tricky words & fluency)	Supplementary – ELA (tricky words & fluency)	Reinforcement – ELA	Enrichment – ELA
40 min.	Remediation – Math (number sense & fluency)	Supplementary – Math (problem solving)	Reinforcement – Math	Enrichment – Math

Flooding Record – Weeks of _____ Grade _____

Please submit one Flooding Record per grade level at the 5 and 10 week mark of each quarter (when verification reports are due). You may put a hard copy in Mrs. Welsh's mailbox or you can submit electronically through email or a shared GoogleDoc.

Reading – Remediation Teacher _____	Reading – Supplemental Teacher _____	Reading – Reinforcement Teacher _____	Reading – Enrichment Teacher _____
<p><i>Circle Minutes:</i> 20 min. 40 min.</p> <p><i>Circle Skill:</i> tricky words fluency decoding read comp written express</p> <p>Student Names:</p>	<p><i>Circle Minutes:</i> 20 min. 40 min.</p> <p><i>Circle Skill:</i> tricky words fluency decoding read comp written express</p> <p>Student Names:</p>	<p><i>Circle Minutes:</i> 20 min. 40 min.</p> <p><i>Circle Skill:</i> tricky words fluency decoding read comp written express</p> <p>Student Names:</p>	<p><i>Circle Minutes:</i> 20 min. 40 min.</p> <p><i>Circle Skill:</i> tricky words fluency decoding read comp written express</p> <p>Student Names:</p>
Math – Remediation Teacher _____	Math – Supplemental Teacher _____	Math – Reinforcement Teacher _____	Math – Enrichment Teacher _____
<p><i>Circle Minutes:</i> 20 min. 40 min.</p> <p><i>Circle Skill:</i> number sense fluency problem solving</p> <p>Student Names:</p>	<p><i>Circle Minutes:</i> 20 min. 40 min.</p> <p><i>Circle Skill:</i> number sense fluency problem solving</p> <p>Student Names:</p>	<p><i>Circle Minutes:</i> 20 min. 40 min.</p> <p><i>Circle Skill:</i> number sense fluency problem solving</p> <p>Student Names:</p>	<p><i>Circle Minutes:</i> 20 min. 40 min.</p> <p><i>Circle Skill:</i> number sense fluency problem solving</p> <p>Student Names:</p>

Flooding Record – Week of 6/16/16 Grade 4



Reading – Remediation	Reading – Supplemental	Reading – Reinforcement	Reading – Enrichment
<p>Teacher <u>Jones</u></p> <p>Circle Minutes: 20 min. <u>40 min.</u></p> <p>Circle Skill: <u>tricky words</u> <u>fluency</u> decoding read comp written express</p> <p>Student Names: John Judy April Xavier</p>	<p>Teacher <u>Stevens</u></p> <p>Circle Minutes: 20 min. <u>40 min.</u></p> <p>Circle Skill: tricky words <u>fluency</u> <u>decoding</u> read comp written express</p> <p>Student Names: Alex Martin George Samantha Kelly Allyson</p>	<p>Teacher <u>Smith</u></p> <p>Circle Minutes: 20 min. <u>40 min.</u></p> <p>Circle Skill: tricky words fluency decoding <u>read comp</u> <u>written express</u></p> <p>Student Names: Tommy Randy Zack Mark Lauren Jane Stephanie</p>	<p>Teacher <u>Ford</u></p> <p>Circle Minutes: 20 min. <u>40 min.</u></p> <p>Circle Skill: tricky words fluency decoding read comp <u>written express</u></p> <p>Student Names: Carolyn Kristin Bob Bradford</p>
Math – Remediation	Math – Supplemental	Math – Reinforcement	Math – Enrichment
<p>Teacher <u>Jones</u></p> <p>Circle Minutes: 20 min. <u>40 min.</u></p> <p>Circle Skill: <u>number sense</u> fluency problem solving</p> <p>Student Names: George John Judy Kelly</p>	<p>Teacher <u>Stevens</u></p> <p>Circle Minutes: 20 min. <u>40 min.</u></p> <p>Circle Skill: <u>number sense</u> <u>fluency</u> problem solving</p> <p>Student Names: April Xavier Alex Samantha Allyson</p>	<p>Teacher <u>Smith</u></p> <p>Circle Minutes: 20 min. <u>40 min.</u></p> <p>Circle Skill: number sense <u>fluency</u> <u>problem solving</u></p> <p>Student Names: Tommy Martin Zack Mark Carolyn Kristin Stephanie</p>	<p>Teacher <u>Ford</u></p> <p>Circle Minutes: 20 min. <u>40 min.</u></p> <p>Circle Skill: number sense fluency <u>problem solving</u></p> <p>Student Names: Lauren Jane Bob Bradford Randy</p>

EXAMPLE

Stations: instruction changes based on student needs

Reading – Remediation	Reading – Supplemental	Reading – Reinforcement	Reading – Enrichment
<p>Teacher <u>Jones</u></p> <p>Circle Minutes: <u>20 min</u> 40 min.</p> <p>Circle Skill: <u>tricky words</u> fluency decoding read comp written express</p> <p>Student Names: ① John ② Alex Judy Martin April Samantha Xavier Kelly George Allyson</p>	<p>Teacher <u>Stevens</u></p> <p>Circle Minutes: <u>20 min</u> 40 min.</p> <p>Circle Skill: tricky words <u>fluency</u> <u>decoding</u> read comp written express</p> <p>Student Names: ① Alex ② John Martin Judy Samantha April Kelly Xavier Allyson George</p>	<p>Teacher <u>Ford</u></p> <p>Circle Minutes: <u>20 min</u> 40 min.</p> <p>Circle Skill: tricky words <u>fluency</u> decoding <u>read comp</u> written express</p> <p>Student Names: ① Tommy ② Randy Zack Carolyn Mark Kristin Lausen Bob Jane Bradford Stephanie</p>	<p>Teacher <u>Smith</u></p> <p>Circle Minutes: <u>20 min</u> 40 min.</p> <p>Circle Skill: tricky words fluency decoding <u>read comp</u> <u>written express</u></p> <p>Student Names: ① Randy ② Tommy Carolyn Zack Kristin Mark Bob Lauren Bradford Jane Stephanie</p>
Math – Remediation	Math – Supplemental	Math – Reinforcement	Math – Enrichment
<p>Teacher <u>Jones</u></p> <p>Circle Minutes: <u>20 min</u> 40 min.</p> <p>Circle Skill: <u>number sense</u> <u>fluency</u> problem solving</p> <p>Student Names: ① George ② April John Xavier Judy Alex Kelly Samantha Allyson</p>	<p>Teacher <u>Stevens</u></p> <p>Circle Minutes: <u>20 min</u> 40 min.</p> <p>Circle Skill: <u>number sense</u> <u>fluency</u> problem solving</p> <p>Student Names: ① April ② George Xavier John Alex Judy Samantha Kelly Allyson</p>	<p>Teacher <u>Ford</u></p> <p>Circle Minutes: <u>20 min</u> 40 min.</p> <p>Circle Skill: number sense <u>fluency</u> <u>problem solving</u></p> <p>Student Names: ① Tommy ② Lauren Zack Jane Mark Bob Carolyn Bradford Kristin Randy Stephanie Martin</p>	<p>Teacher <u>Smith</u></p> <p>Circle Minutes: <u>20 min</u> 40 min.</p> <p>Circle Skill: number sense <u>fluency</u> <u>problem solving</u></p> <p>Student Names: ① Lauren ② Tommy Jane Zack Bob Mark Bradford Carolyn Randy Kristin Stephanie Martin</p>

