

TESTING PROGRAMS (Intervention Model)

It is our goal and expectation that all students will pass the ninth-grade proficiency test and graduate. Fairfield has an ongoing curriculum development process that continually focuses on analysis of test results and student performance. Curriculum adjustments are made relative to the needs of students.

Due to the nature of test design, not all students are expected to pass every test on the first administration. An appropriate intervention plan includes responsibilities for all members of the educational team. As students, staff, parents/guardians and community work together, we are confident that our students will become successful.

When students fall short of desired outcomes and need remediation, Fairfield's intervention process is implemented. This process allows the teacher to provide alternative strategies and resources which will lead to the success of the student. This process will take a variety of forms: in class, in school, after school and at home. The search for additional appropriate interventions will be on-going.

The key to the success of the strategies in this intervention model is the student's attitude, attendance and work habits. Parents and community can support the school and the students by sharing actively in this partnership.

Fairfield's intervention strategies include the following:

1. use of skill grouping;
2. modification of material;
3. adjustment of instruction to learning styles;
4. personalization of instruction;
5. use of corrective instruction;
6. use of self-instruction packages;
7. use of learning contracts;
8. use of diagnostic/prescriptive teaching;
9. student conferences;
10. time in resource room;

11. instructional plan developed with student;
12. independent activities coded to specific objectives;
13. skill practice;
14. interclass grouping;
15. tutoring:
 - A. Peer
 - B. Volunteer
 - C. Parent
 - D. Cross-age
 - E. Cross-grade
16. remedial instruction;
17. use of outside resource personnel;
18. use of home study packets;
19. parent involvement;
20. development of positive self-concept;
21. additional practice in deficient skill areas and
22. specific positive reinforcement.