



Iowa Area
Education
Agencies

Comprehensive Intervention Model

Small group interventions, differentiated classroom instruction benefits students

What is the Comprehensive Intervention Model (CIM)?

The CIM is a research based comprehensive **model** for increasing the reading achievement of low-performing students through the alignment of small group interventions and differentiated classroom instruction. The CIM includes a portfolio of interventions (Guided Reading Plus, Interactive Writing, Writing Aloud, and Comprehension Focus Group) for meeting the needs of diverse learners.

Currently at Northwest Area Education agency there are:

3 CIM Coaches (Pat Fostvedt-Oxendale, Emily Koson, and Teresa Murray)

1 Comprehensive Literacy Model (CLM) Coach / School-based (Kathy Westergaard, West Monona)

85 CIM teachers providing Tier 2 and Tier 3 interventions (including 2 principals; Classroom teachers, SPED teachers, ELL teachers, Title One teachers, Reading Recovery teachers, and At-Risk teachers)

12 Districts participate in the model and within those districts there are 14 schools which include twelve elementary schools and two middle schools.

Data from 2014-2015:

73% of all students participating in CIM achieved Approaching, Meeting, or Exceeding Proficiency during the 2014-2015 school year

1.5 years average growth with CIM students (including IEP and Non-IEP students) during the 2014-2015 school year

CIM's overarching goal is to close the learning gap by the end of third grade. CIM teachers focus on individual student outcomes. CIM Coaches provide high quality research-based professional development in order to build teacher expertise. CIM teachers are diagnostic, analytic, purpose driven, and understand that a student's success depends on their expert-teacher decision-making and modeling of reading and writing strategies. The teachers do not rely on a packaged program or script. Every lesson is tailored to the specific needs of the student and is aligned with classroom instruction to reflect grade level expectations (Iowa Core).

This includes theme, genre, and strategy alignment. All interventions incorporate reading of continuous texts, purposeful writing, vocabulary building, comprehension strategies, and a word work component that includes explicit phonics and phonemic awareness instruction. Students in the CIM intervention are taught how to be strategic readers and writers and how to transfer their learning from the small group intervention to the rigorous classroom instruction.

A full report with supporting data and a list of schools involved can be found here:

<https://drive.google.com/file/d/0B0FV4gJxxuizbmtFTW5VdWtCSHc/view?usp=sharing>