



## Melissa Freistat

Pocomoke Elementary School  
Pocomoke, Maryland



Restructuring “school” to embrace personalized learning for all students is an ongoing process in which I collaborate with our Leadership Team in analysis of yearly assessments to determine Best Practices including evidence-based programs, resources and interventions necessary to ensure equitable access to educational and behavioral success. A multi-tiered system of behavior and academic support is a highly regarded, daily implemented Best Practice among our school. Our curriculum encompasses highly effective Tier I core instruction whereby student performance is monitored with explicit, timely feedback offered throughout the instructional day to advance learning. Progress monitoring leads to instructional changes reflecting student needs, and Tier 2 small group instruction, in addition to core instruction, offers scaffolding necessary for success. For students who are most vulnerable in meeting grade level expectations, tier 3 intensive specialized support is offered with teacher assistance provided by our Intervention Team Process. I prioritize the opportunity to meet with our school’s Intervention Team, taking a proactive approach in supporting social competence and academic achievement for all of our learners! Though monetary and feasibility challenges often cloud a path for meeting individual learning challenges, we embrace each child’s personalized learning needs as if they were our own and we reach within and beyond school walls to coordinate resources, manpower and family buy-in to ensure success! We accept nothing less than a “can do” attitude in our ability to meet the needs of students and maintain the highest of expectations for all. This year our school’s site-created intervention process including facilitation, documentation, data collection, analysis and fidelity checks was adopted for district-wide implementation to meet state standards!