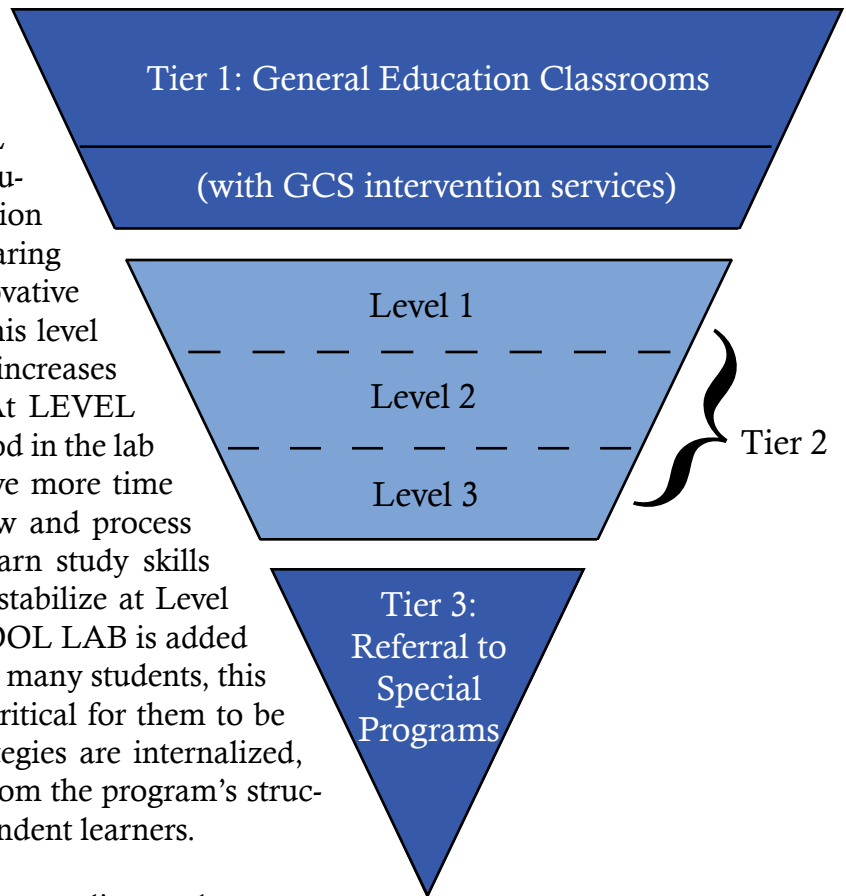


Grand Central Station: A Closer Look

GCS intervention begins first and foremost in the general education classroom, supporting teachers and students with early intervening services. The **GCS** state-of-the-art learning lab acts as a hub from which research-based, practical instructional materials and consultation are provided to general education classrooms (**Tier 1**) to support differentiated instruction. Non-responding students access the GCS learning lab where **Tier 2** intervention services are delivered. Students' time in the lab is determined by their intervention plan as well as their progress. Some students need only mild levels of intervention; at LEVEL ONE, LEARNING LAB SUPPORT, students receive short-term, targeted intervention as needed (learning difficult concepts, preparing for tests or mastering assignments using innovative software). If they continue to flounder at this level of support, then they receive incremental increases in services until they become successful. At LEVEL TWO, students are provided a full-class period in the lab called DAILY LAB CLASS. Here they have more time to use the study aids, more time to preview and process information, and more opportunities to learn study skills and memory strategies. If students do not stabilize at Level Two, then LEVEL THREE, AFTER-SCHOOL LAB is added to their schedule for the following week. For many students, this time in a quiet, organized environment is critical for them to be prepared for the next day. Once these strategies are internalized, students are ready to be slowly "weaned" from the program's structure as they truly become successful, independent learners.



Through this continuum of interventions, struggling students may finally experience the joy of success in school. In fully-implemented **GCS** labs, students have dramatically decreased failures in their general curriculum classes by an average of 60 to 70 percent. They have become confident, independent learners, understanding the individual skills and strategies they must employ to continue their academic success. The longitudinal data on failure rates show that the gains evidenced during active participation in the program have "staying power." Students who began participating in **GCS** as 8th graders had a pre-intervention failure rate of 39 percent. Their average failure rate as 12th graders was 5 percent with minimal to no support. This proven model has now been replicated in more than 125 labs throughout Texas and continues to expand as we add new campuses to the program each year.