

Grand Central Station Overview

“An Award-Winning Program”

GRAND CENTRAL STATION (GCS) is an intensive academic intervention program which offers a continuum of service options for at-risk learners. In this day of exceedingly high expectations, **GCS** provides schools with a **practical**, replicable process to help ensure that struggling learners receive the level of support they need across the curriculum to help them become successful, independent learners. In tandem with a research-based reading and math program, **GCS** has become a comprehensive Response-to-Intervention (RtI) service delivery model for elementary and secondary schools alike.

Through a comprehensive 9-day training series (spread across a school year), participating campus teams are provided with professional development and implementation support. This training series gives **GCS** lab teachers critical information on specific types of learning difficulties along with research-based intervention strategies. At the same time, administrators are provided with the systemic process which must be in place for those interventions to be effectively and consistently delivered.

Overall, **GCS**:

- offers early intervening support for general education classrooms (Tier 1)
- provides individualized interventions based on learning profile (Tier 2)
- assists with documentation for the RtI process



Academically at-risk students, including learning-disabled students, struggling readers, slow learners and those with organizational and/or attentional problems, thrive in this proactive system which supports their unique learning profiles. Screening tools, prescriptive interventions, proactive instructional strategies, specialized technology, organizational structures, weekly home-to-school connections, and detailed tracking mechanisms are woven together to form this intensive case-management system. By closely monitoring each student's learning needs and progress, this system acts as a “hub” for operations to improve instruction across the campus, preventing struggling students from “falling through the cracks.”