

Cinco Ranch High School

- 7 periods. Freshmen must enroll in one study hall to provide time for intervention. NHS provides tutoring.
- Intensive study skills for designated incoming students
- Target math study hall
- Before and after school tutoring. Each teacher tutors twice a week as part of duty.
- Progress reports or report cards every 3 weeks
- On-line credit recovery as course, after-school or summer school option

Whittier Union High School

- Mondays - 6 period day with 48 minutes each period
- Tuesday-Friday - Modified block of 3 classes for 100 minutes for first 5 weeks
 - beginning sixth week, students passing all classes with C are released after 80 minutes for break, longer lunch, or early dismissal
 - students not passing classes remain for intensive tutoring and small-group work

Bernice McNaughton H.S.

- 5 classes for 60 minutes each day + lunch
- Supplemental math and English class based on proficiency assessment
- Math and science lunch labs
- RED (Remediation/Enrichment Days) after common assessments
- Directed learning for 30 minutes each day for study, homework completion, tutoring
- Hired full-time guided study teacher
- Grade 12 can carry lighter load if agree to tutor twice a week

Ontario Initiative

- Counselor Watch
- Student Support Teacher
- Credit Rescue -tutoring, e-learning, classroom assistance
- Credit Recovery Team oversees individualized plans for recovery
- PLANT: Peer Literacy and Numeracy Tutoring (grade 11 and 12 tutor 9 and 10)

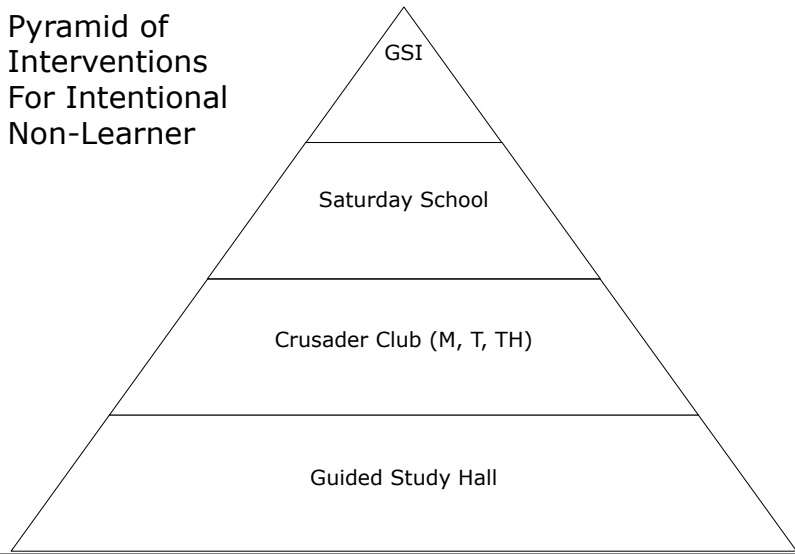
Lakeridge Junior High

- Moved from 7 period day to modified A/B block with FLEX time
- Students enroll in four 80-minute periods.
- 30 minutes carved out Tues-Friday for FLEX time. Students failing, report to mandatory tutoring. All others provided enrichment options or free time.
- Those with continuing academic difficulty can be assigned to a double period of language arts or math.
- Intersession

Robert Frost/Jane Adams Junior High

- 9 period day, 40 minutes each, with one period reserved for lunch
- Students missing assignments are notified on Friday they will be assigned to Guided Study instead of lunch if work is not completed by Monday

Pyramid of Interventions For Intentional Non-Learner



Robert Frost/Jane Adams Junior Highs

- 9 period day, 40 minutes each, one period reserved for lunch
- Students missing assignments are notified on Friday they will be assigned to Guided Study instead of lunch if work is not completed by Monday.
- Reteachalooza at end of each unit.
- Twice a week modify schedule to create 10th period for structured intervention in small group setting

Frost Sample Rotation Schedule



(The first subject area has priority for that day.)

| | |
|--|---|
| Week One: Tuesday 1. Math 2. LA | Week One: Thursday 1. Social Studies 2. Math |
| Week Two: Tuesday 1. LA 2. Math | Week Two: Thursday 1. Science 2. LA |
| Week Three: Tuesday 1. Math 2. LA | Week Three: Thursday 1. Social Studies 2. Math |
| Week Four: Tuesday 1. LA 2. Math | Week Four: Thursday 1. Science 2. LA |



2011 FLEX Schedule

Flex Schedule (LA)

| | | |
|--|---------------------|----|
| 1 | 7:38 – 8:17 | 39 |
| FLEX | 8:20 – 8:50 | 30 |
| 2 | 8:53 – 9:30 | 37 |
| 3 | 9:33 – 10:10 | 37 |
| 4 | 10:13 (10:32) 10:51 | 38 |
| 5 | 10:54 (11:13) 11:32 | 38 |
| 6 | 11:35 (11:54) 12:13 | 38 |
| 7 | 12:16 (12:35) 12:54 | 38 |
| 8 | 12:57 – 1:34 | 37 |
| 9 | 1:37 – 2:15 | 38 |
| 9/13 9/27 10/11 10/25 11/8 11/22 12/6 | | |

Flex Schedule (Science)

| | | |
|---|---------------------|----|
| 1 | 7:38 – 8:17 | 39 |
| 2 | 8:20 – 8:57 | 37 |
| FLEX | 9:00 – 9:30 | 30 |
| 3 | 9:33 – 10:10 | 37 |
| 4 | 10:13 (10:32) 10:51 | 38 |
| 5 | 10:54 (11:13) 11:32 | 38 |
| 6 | 11:35 (11:54) 12:13 | 38 |
| 7 | 12:16 (12:35) 12:54 | 38 |
| 8 | 12:57 – 1:34 | 37 |
| 9 | 1:37 – 2:15 | 38 |
| 9/15 9/29 10/13 10/27 11/10 12/8 | | |

Flex Schedule (Math)

| | | |
|---|---------------------|----|
| 1 | 7:38 – 8:17 | 39 |
| 2 | 8:20 – 8:57 | 37 |
| 3 | 9:00 – 9:37 | 37 |
| 4 | 9:40 (9:59) 10:18 | 38 |
| FLEX | 10:21 – 10:51 | 30 |
| 5 | 10:54 (11:13) 11:32 | 38 |
| 6 | 11:35 (11:54) 12:13 | 38 |
| 7 | 12:16 (12:35) 12:54 | 38 |
| 8 | 12:57 – 1:34 | 37 |
| 9 | 1:37 – 2:15 | 38 |
| 9/20 10/4 10/18 11/1 11/15 11/29 12/13 | | |

Flex Schedule (SS)

| | | |
|---|---------------------|----|
| 1 | 7:38 – 8:17 | 39 |
| 2 | 8:20 – 8:57 | 37 |
| 3 | 9:00 – 9:37 | 37 |
| 4 | 9:40 (9:59) 10:18 | 37 |
| 5 | 10:21 (10:40) 10:59 | 38 |
| 6 | 11:02 (11:21) 11:40 | 38 |
| 7 | 11:43 (12:02) 12:21 | 38 |
| 8 | 12:24 – 1:01 | 38 |
| FLEX | 1:04 – 1:34 | 30 |
| 9 | 1:37 – 2:15 | 38 |
| 9/22 10/20 11/3 11/17 12/1 12/16 | | |

During FLEX time, all students not receiving additional support will remain in their current class and will read for the 30 minutes. Staff will also read during this time, modeling the expectation for all students.

Robert Frost/Jane Adams Junior

- 9 period day, 40 minutes each, one period reserved for lunch
- Students missing assignments are notified on Friday they will be assigned to Guided Study instead of lunch if work is not completed by Monday.
- Reteachpalooza at end of each unit.
- Twice a week modify schedule to create 10th period or **flex time** for structured intervention in small group setting
- Students struggling with literacy get an extra block (40 minutes) each day taught by reading intervention teachers with pre-teaching for next unit in core class.
- Students struggling with math get a 60 minute math period (extra 20 minutes)

Washington Middle School/Sanger

- Purgatory rather than lunch
- Course Deployment after each common assessment - students redistributed to teachers of same course for intervention or enrichment. Coach, resource specialists, and aides assist. Students re-assessed. Optional for proficient students
- Required Intersession for students who fail trimester
- Elective period replaced with academic seminar
- Opportunity class -small, focused class for most resistant students

Systematic Intervention: By Name and By Need

- The most effective schools and school systems in the world monitor and intervene at the level of the individual student. The best systems take the process of monitoring student learning and intervention inside schools, constantly evaluating student performance and constructing interventions to assist individual students in order to prevent them from falling behind.
 - Barber and Mourshed, 2007

The Professional Learning Communities at Work™ Continuum: Learning as Our Fundamental Purpose (Part II)

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we provide students with systematic interventions when they struggle and enrichment when they are proficient.

| Indicator | Pre-Initiating | Initiating | Implementing | Developing | Sustaining |
|---|---|--|---|--|--|
| We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to enriched and extended learning opportunities. | What happens when a student does not learn will depend almost exclusively on the teacher to whom the student is assigned. There is no coordinated school response to students who experience difficulty. Some teachers allow students to turn in late work; some do not. Some teachers allow students to retake a test; some do not. The tension that occurs at the conclusion of each unit when some students are proficient and ready to move forward and others are failing to demonstrate proficiency is left to each teacher to resolve. | The school has attempted to establish specific policies and procedures regarding homework, grading, parent notification of student progress, and referral of students to child study teams to assess their eligibility for special education services. If the school provides any additional support for students, it is either a "pull-out" program that removes students from new direct instruction or an optional after-school program. Policies are established for identifying students who are eligible for more advanced learning. | The school has taken steps to provide students with additional time and support when they experience difficulty. The staff is grappling with structural issues such as how to provide time for intervention during the school day in ways that do not remove the student from new direct instruction. The school schedule is regarded as a major impediment to intervention and enrichment, and staff members are unwilling to change it. Some are concerned that providing students with additional time and support is not holding them responsible for their own learning. | The school has developed a schoolwide plan to provide students who experience difficulty with additional time and support for learning in a way that is timely, directive, and systematic. It has made structural changes such as modifications in the daily schedule to support this system of interventions. Staff members have been assigned new roles and responsibilities to assist with the interventions. The faculty is looking for ways to make the system of interventions more effective. | The school has a highly coordinated system of intervention and enrichment in place. The system is very proactive. Coordination with sender schools enables the staff to identify students who will benefit from additional time and support for learning even before they arrive at the school. The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it. The achievement of each student is monitored on a timely basis. Students who experience difficulty are required, rather than invited, to utilize the system of support. The plan is multilayered. If the current level of time and support is not sufficient to help a student become proficient, he or she is moved to the next level and receives increased time and support. All students are guaranteed access to this system of intervention regardless of the teacher to whom they are assigned. The <i>school</i> responds to students and views those who are failing to learn as "undersupported" rather than "at risk." |

Where Do We Go From Here? Worksheet Systematic Intervention

| Indicator of a PLC at Work | What steps or activities must be initiated to create this condition in your school? | Who will be responsible for initiating or sustaining these steps or activities? | What is a realistic timeline for each step or phase of the activity? | What will you use to assess the effectiveness of your initiative? |
|--|---|---|--|---|
| <p>We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to enriched and extended learning opportunities.</p> | | | | |