

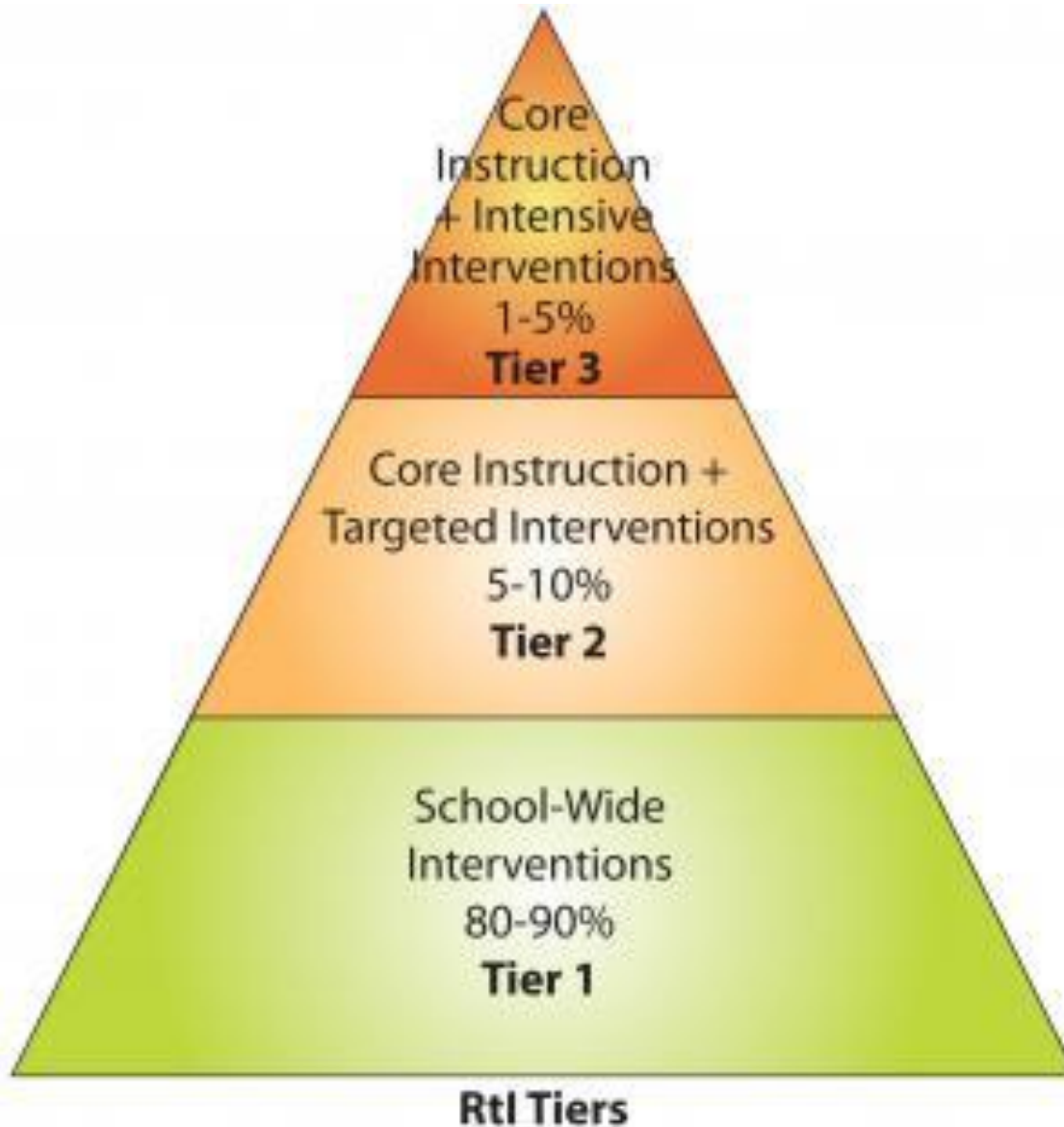
Nonnewaug High School Intervention and Supports



Andrew O'Brien- Principal

Shelley Rinaldi-Literacy Specialist

What are Tiered Interventions?



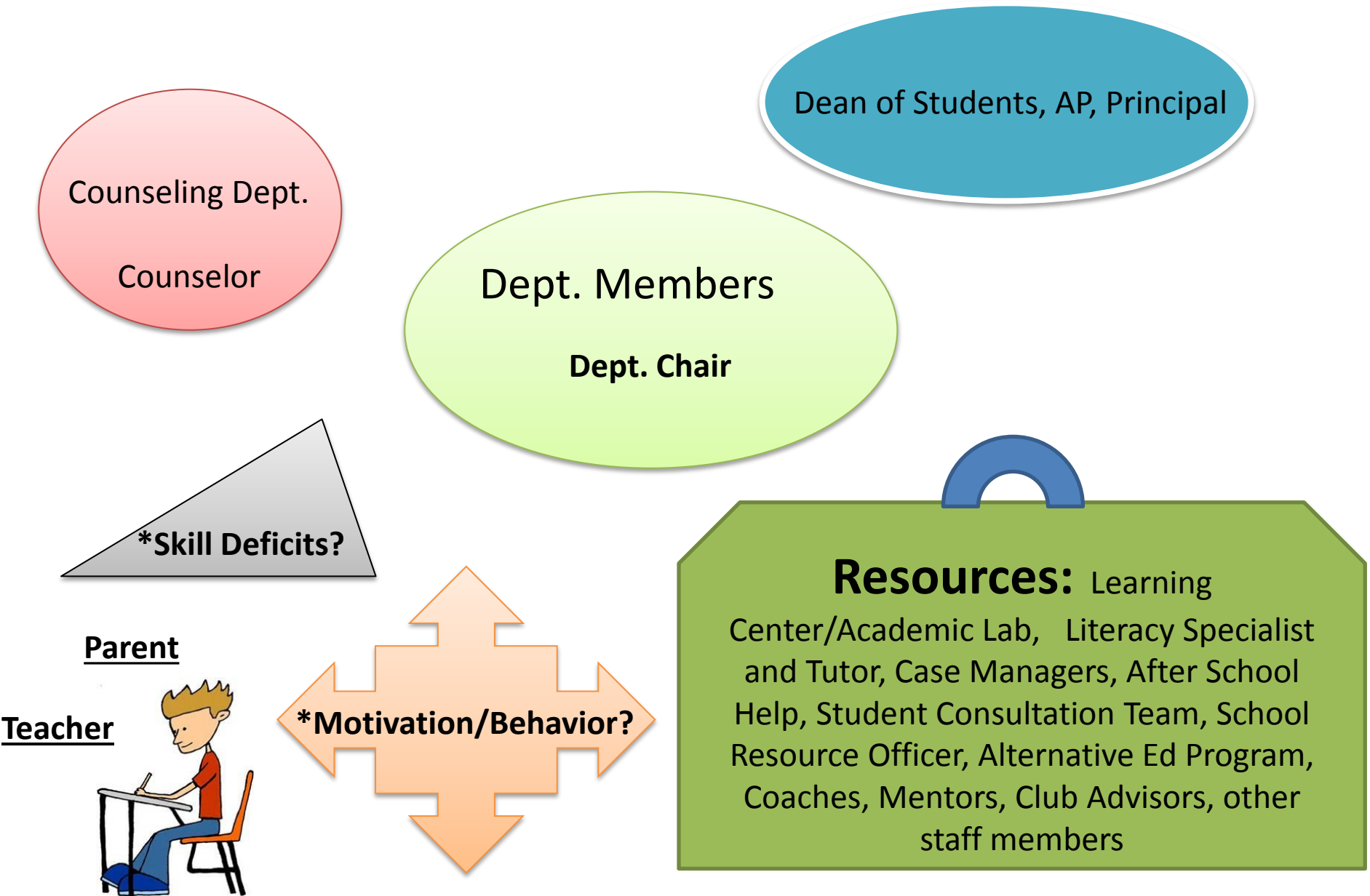
Why do we need Tiered Interventions?

- Students learn at different rates, and targeted supports enable all students to accelerate their learning.
- Our students all must complete 4 years of Math and English. We are compelled to provide additional supports for students who struggle in these areas in order for them to meet our graduation requirements.
- Our data sources (DRP, NWEA) indicate that we have some students who have significant challenges demonstrating a need for increased support with math and literacy in addition to the time spent in their scheduled English and Math classes.
- The District Management Council recommendations support the development of math and literacy support classes as a Tier 3 intervention.

Improving our SRBI System

- **Determined that this was important work.**
- Began training in PBIS/SRBI as a part of the SPDG Program
- Reviewed recommendations from outside consultants; NEASC, DMC
- Joined forces with the middle school
- Identified reliable sources of data; DRP, NWEA MAP (Math and Reading)
- Considered what resources we had to work with

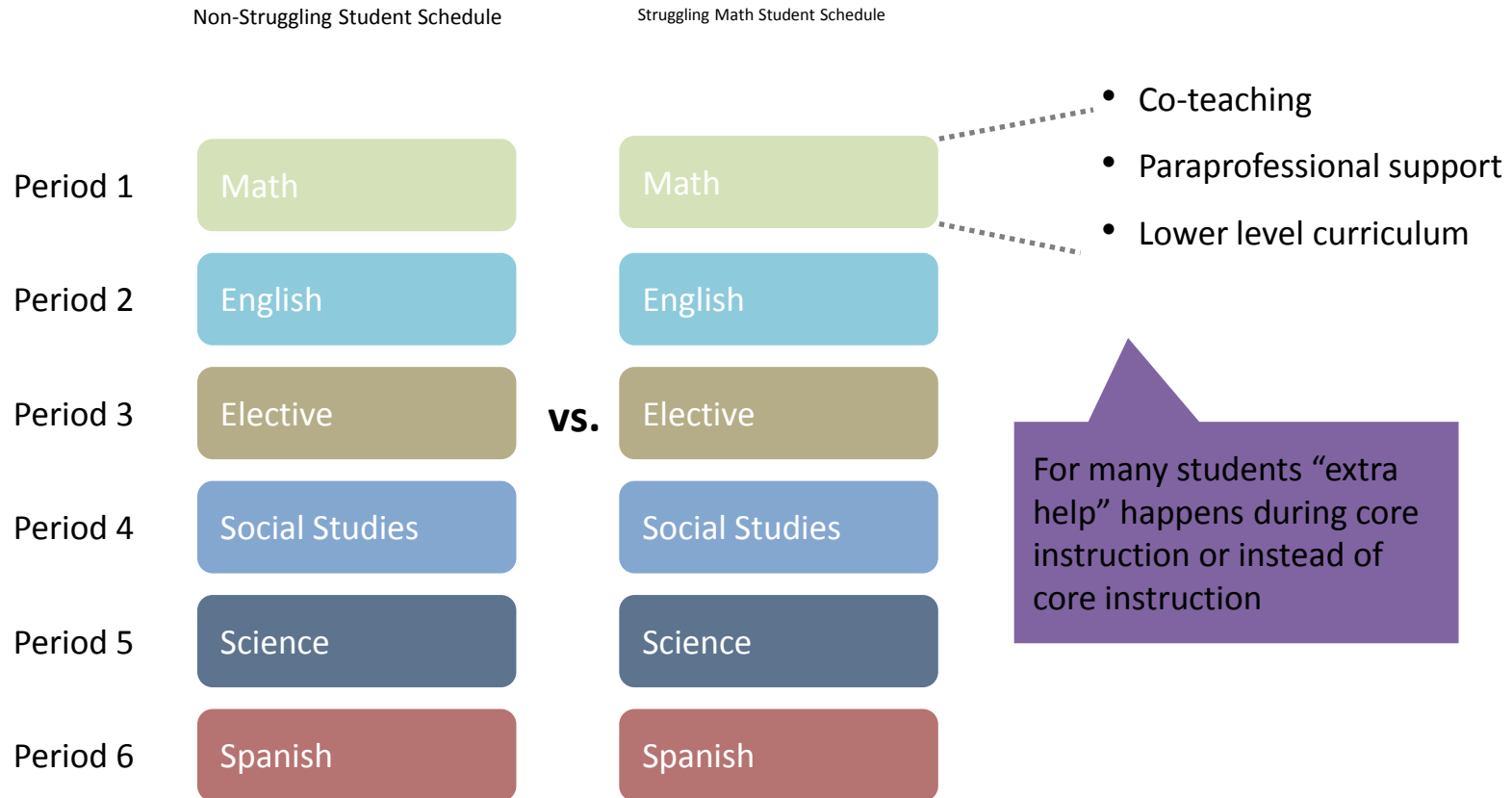
Coordinating resources to help students achieve:



“Traditional Approach per the DMC”

Time is often fixed, and learning is the variable.

Typical Intervention Strategy for Struggling Students

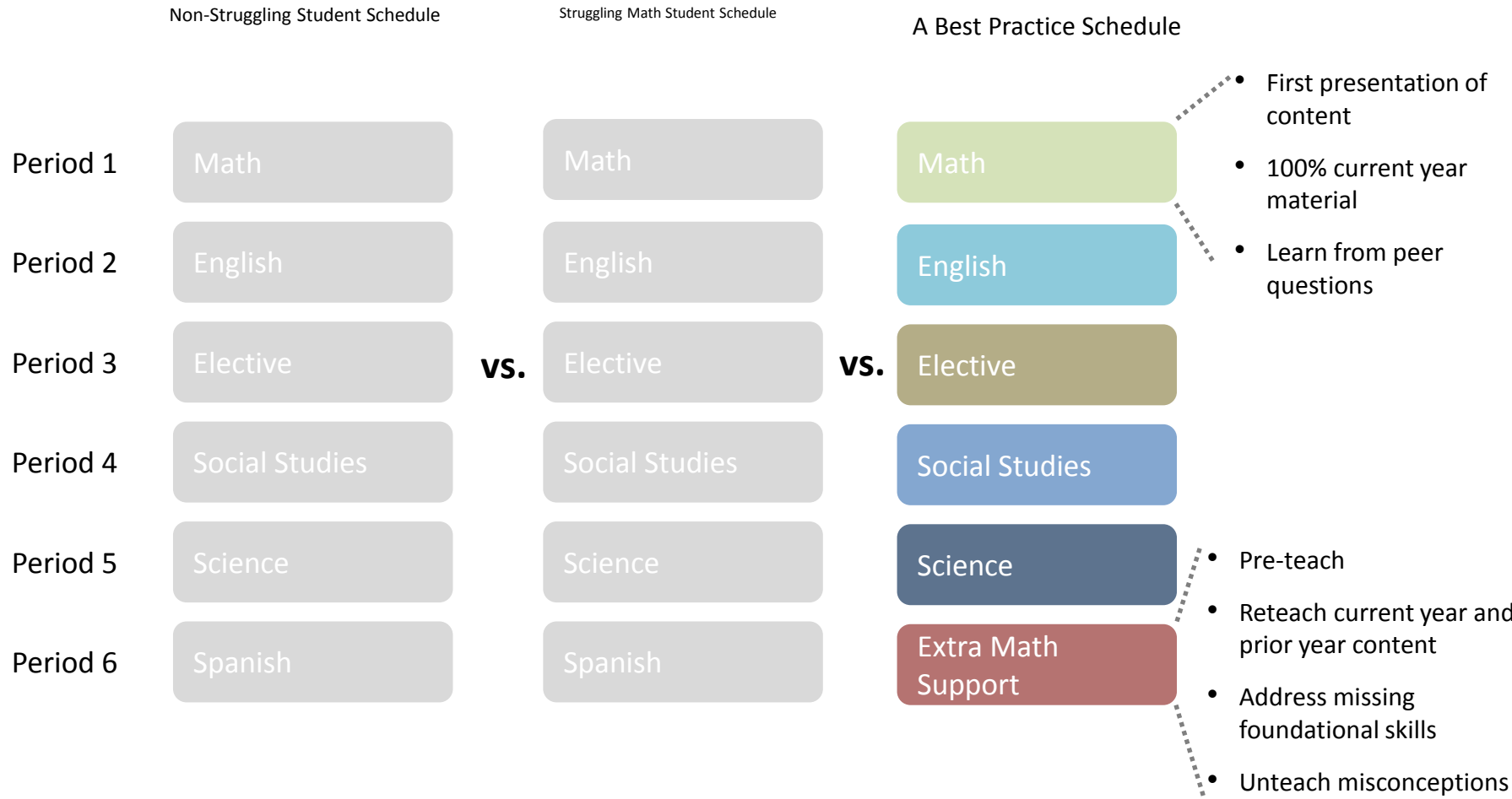


*DMC Report 2014

“DMC Best Practices Recommendation for Tier 3”

But learning should be the constant, and time the variable.

Best Practice Intervention Strategy for Struggling Students



**DMC Report 2014*

Determining success criteria

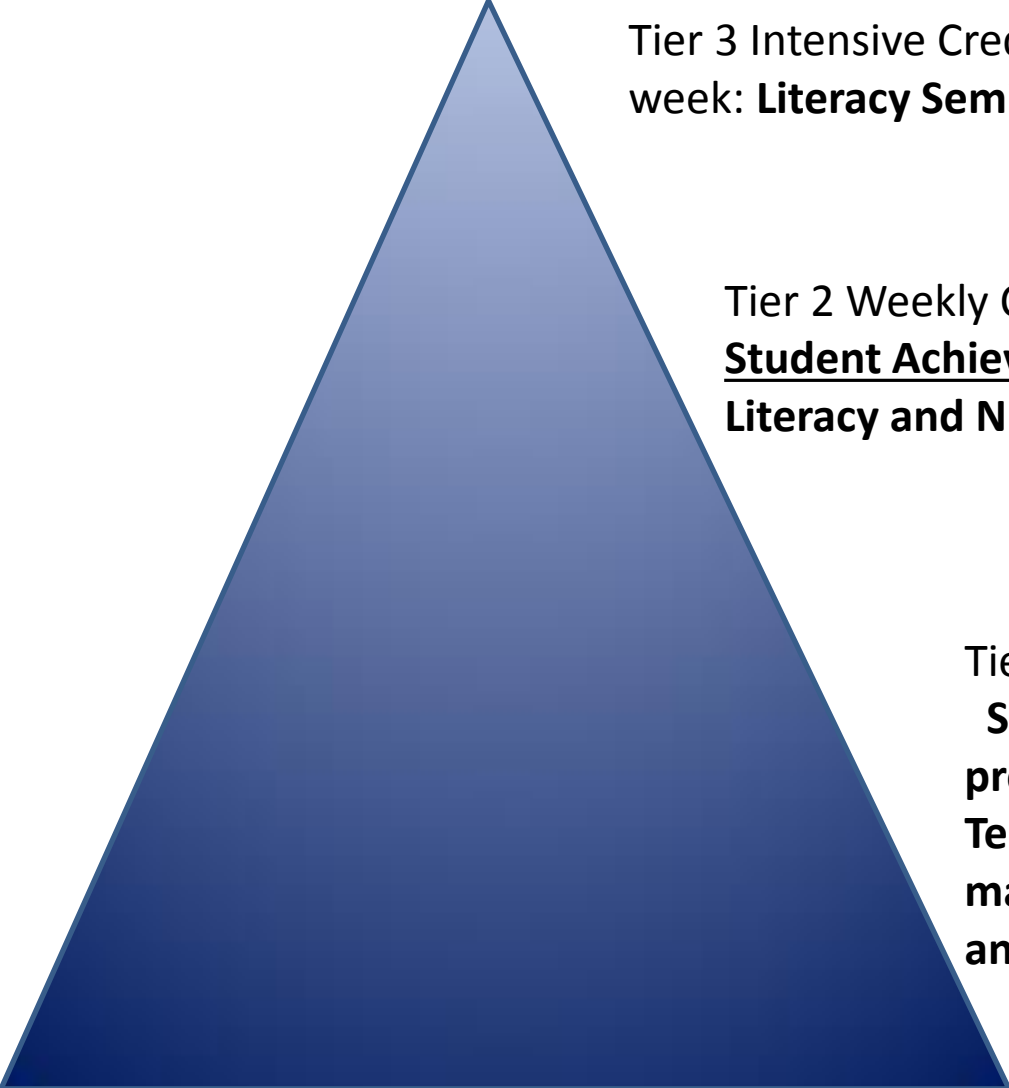
Clearly define our resources, provide structure, use our data sources to identify students in need of support and to monitor their progress, open lines of communication within our building, connect with our middle school in order to ensure that there are no gaps in services when students transition to the high school



Putting it all together

- Looked at existing supports and resources to identify areas of improvement; Student Consultation Team, Learning Center, Teacher Duties, National Honor Society and other high achieving students.
- Began to innovate; created new courses, retooled existing supports and provided more structure, connected the right people with our struggling learners

NHS Tiered Interventions



Tier 3 Intensive Credit Bearing Classes that meet 5x a week: **Literacy Seminar, Numeracy 1 and Numeracy 2**

Tier 2 Weekly Check-ins 1-2x week:
Student Achievement Center
Literacy and Numeracy Labs

Tier 1 High Quality Core Instruction For All
Support and Professional Learning
provided by our Literacy Specialist, SPDG
Team, and others. Adjustments to be
made to instruction based on Formative
and Summative Assessments.



Professional Learning Experiences

The Achievement Center

Good things are happening!



Student Achievement Center Rm. 116

The Achievement Center is:

- A comfortable, friendly environment where students come to improve their knowledge and academic abilities
- A location for students to receive Tier 2 supports in literacy. Students are identified by NWEA and DRP Scores
- A location for students to receive Tier 2 supports in organizational skills/work completion. Students are identified by SCT process
- A location for peer tutoring

The Achievement Center is NOT:

- For “Dummies”
- A punishment
- A social hangout



Achievement Center Stats

14 **Peer Tutors** covering about 28 periods a week

1 **Content area** teacher per period

1 **Literacy Tutor** periods 2-8

Assigned Students:

-19 students for organizational supports, and 36 for literacy support

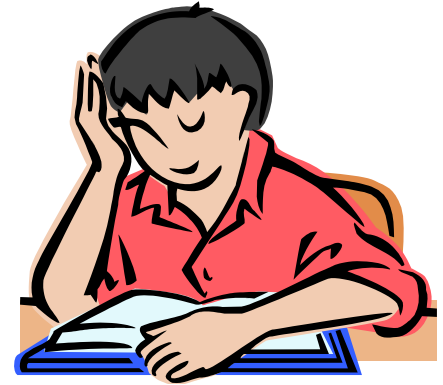
Independent Student Visits/Walk-ins:

- September: 247
- October: 393
- November: 262
- December: 290
- January: 199
- February: 350
- March : 427
- April: 483



Walk in Students

- Work with a subject area teacher or peer tutor
- Work quietly with a partner
- Have a quiet place to study
- Use a computer or printer
- Make up a quiz, test, or missing work



The Role of Content Area Teachers

- Work with assigned students
- Assist drop-ins as needed
- Monitor make-up work, tests and quizzes
- Oversee peer tutors



The Role of Peer Tutors

- Must attend an orientation session and complete an application
- Approval criteria: must have a 90% in subject area and have teacher recommendation
- Must commit to being present during designated periods and interact well with peers
- Successful tutors receive volunteer hours



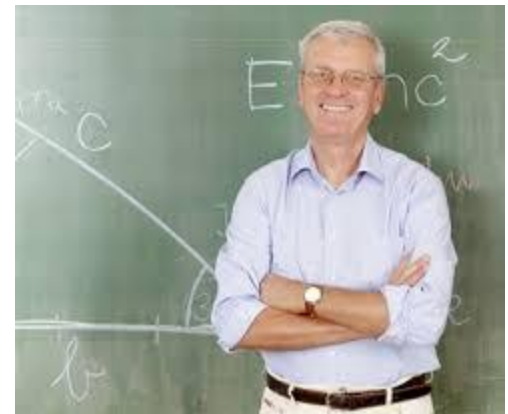
The Role of the Literacy Tutor

- Anchors the room and maintains records
- Provides scheduled small group instruction to students identified for services by DRP level and NWEA scores.
- Provides instruction that reinforces the application of reading and writing skills and strategies in all content areas to improve comprehension abilities.



All Teachers

- May leave work for students to complete
(There is a folder system in place)
- Use the room to work one on one
- Should remind students that assistance is available from peer tutors



Secrets to success

- Ownership of room
- Focus on the positive
- Name, location, and nature of space
- Explicit expectations for staff and students
- Having the right people on the bus
- Established procedures
- Mix of students
- System of record keeping
- Variety of learning spaces



The Achievement Center IS



A GREAT PLACE TO SUCCEED!