Effective Interventions: Thinking Outside the Box
It’s more than one thing...

- Created PLCs devoted to curriculum and student interventions
- Impact Team to discuss academics, behavior, and attendance
- Developed teacher leaders to support initiatives
- Provide direct instruction in reading
- Opportunity to “do” the work
- RtI time for all
Journey to a Guaranteed & Viable Curriculum

- Differentiation
- Questioning
- Pacing
- Feedback
- Assessments

- Clarify Purpose
- Identify Essential Standards
- Develop “I can” Statements
- Create Proficiency Scales
- Write Common Formative Assessments

- Respond to Data in RtI
- Analyze Data in PLCs
Implementation Process

- Decided what we were “tight” on
- Changed the schedule
- Everyone at the SAME TIME
- Use Exploratories to schedule for RtI
- First week of school is used for procedural things
- Teachers can start Day 1 with instruction in classrooms
Focus on 3 Areas for Support for RtI/MTSS

- Skill
- Homework Help
- Choice / Personalized Learning
Priority Days

Monday - Math

Tuesday - Math

Wednesday - LA

Thursday - LA

Friday - Science / SS
Everyone on Board

All Teachers

All Associates

All Office Personnel
PLC Process

Screener
CFA
Develop small groups
Teach missing skills
Retest with CFA

Still refining PLC process…
We are a work in progress!
Everyone knows who needs what...

Not doing the work is not an option (failing student email is sent to all staff every Friday for core subjects)

**Homework Center**
- Students are assigned because of missing assignments or a failing grade
- Added confidence

**Homework Club**
- Students are assigned OR can choose to attend
- Get help from a skilled content teacher
- Failing students because of “will” are expected to attend before or after school Homework Club
- Grant for after school transportation
Choice / Personalized Learning

Teachers not teaching a skill will provide extra classes

May be above and beyond content skills

May be physical activity

May be something fun students want to learn
Some RtI Sessions

- augmented reality
- weaving baskets
- playing basketball
- science egg drop
- photography
- homework center
- beginning chess
Results are in!
Reading

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<th>11-12</th>
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<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
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Proficient and Not Proficient but Met Growth 90.22%
Math

11-12  12-13  13-14  14-15  15-16  16-17
60.56  68.86  79.85  81.70  89.30  89.94

Proficient and Not proficient but Met Growth 94.54%
## Science

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Proficient and Not Proficient but Met Growth 91.95%
Reading Proficiency by Grade
Math Proficiency by Grade
Science by Grade

![Bar chart showing science grades by grade level.](chart.png)
What do the students say?

“I need to study for test so I can choose where I want to go.”

“I need to pass the test by 70% or I have to retake take it until I do.”

“I love getting to do the ‘fun stuff’ i.e. the above and beyond opportunities.”
What’s next?

- Continue to use roadmap to guide our work
- Provide systematic professional development on feedback/differentiation
- Continue to develop teacher leaders
- Move from traditional grading to standards-based
- Evaluate teacher needs and provide professional development
Questions