

## Sir Francis Drake High School- Intervention Action Plan 2013-2016

**Statement of Purpose:** At Sir Francis Drake High School, we believe all students can learn. It is our purpose to provide all learners with opportunities that will empower, innovate, enrich and support their learning. To this end, we will implement and assess this plan to ensure every student has the time and support to be graduate high school and fulfill their post-secondary goals.

**Tier One:** Students who need more time and access to improve their learning in the class time to improve their academic learning through access to the material and time to learn the program goals.

**Academic Interventions:**  
Goal: Increase students reaching proficiency with additional time and support.  
Alignment to DHS Purpose and Learning Principles:

- We are a community of learners dedicated to academic growth. (Purpose)
- Students will show proficiency in program goals and critical thinking. (Learning Principle)

Students develop agency and cultivate a growth mind-set as they encounter challenges and understand multiple perspectives in learning and life. (Learning Principle)

Action Tasks	Persons	Target Year 1 2014-15	Target Year 2 2015-2016	Assessment Measure
<p><b>Identifying students who require interventions:</b></p> <p>Monitor learning of each student through the use of frequent formative assessments measured by common proficiency scales.</p> <ul style="list-style-type: none"> <li>• Use of pre/post assessments OR use of scales over time to determine students who need tier 1 support.</li> <li>• Provide interventions for students who are not proficient and/or who show little growth. (Skill and content learning)</li> </ul>	<p>Teachers</p>	<p>Assessments used to determine student learning based on Program Goals.</p> <p>Use of common proficiency scales to identify students who are not proficient.</p> <p>Prof. development on use of scales and assessments.</p>	<p>Continue from year one.</p> <p>Student data gathered to determine school-wide proficiency towards program goals.</p> <p>Ongoing PD as needed.</p>	<p><b>For all action steps:</b></p> <p>Number of students identified for tier 2 and 3-support decrease over time.</p> <p>Students receiving Ds and Fs for semester are decreased.</p>

<p>Reading diagnostic assessment to determine level of intervention required for reading support.</p> <ul style="list-style-type: none"> <li>All grade 9 students complete in English.</li> <li>Feedback given to English teachers and intervention plan developed to provide support, if needed.</li> </ul> <p>Algebra diagnostic assessment to determine level of intervention required for algebra support.</p> <ul style="list-style-type: none"> <li>All grade 9 students complete in partner middle schools or in first two weeks as needed.</li> <li>Feedback given to Algebra teachers and intervention plan developed to provide support, if needed.</li> <li>Algebra AW program developed, if numbers require intensive support. (See Tier 3)</li> </ul>	<p>Admin English Teachers SLC Teams Int. Team (InT)</p> <p>Admin Math Teachers SLC Teams Int. Team (InT)</p>	<p>Identify appropriate assessments and pilot on students in need.</p> <p>Create plans to support students in reading.</p> <p>Provide professional development on reading strategies.</p> <p>Identify appropriate Assessments and pilot on students in need.</p> <p>Create plans to support students in Algebra.</p> <p>Plan Algebra AW program</p>	<p>Provide assessments to all students. Determine student support needs in reading.</p> <p>Create plans to support students in reading.</p> <p>Provide assessments to all students. Determine student support needs in reading.</p> <p>Create plans to support students in Algebra.</p> <p>Implement Algebra AW program</p>	
<p><b>Use of student work in teacher teams to <u>identify instructional strategies</u> to intervene with students in tier 1.</b></p> <p>Meet in PLC teams to:</p> <ul style="list-style-type: none"> <li>Share student work to identify learning needs.</li> <li>Clearly identify needs and develop instructional plan to meet these needs.</li> <li>Use targeted intervention strategies during classroom instruction for students who need tier one support.</li> </ul>	<p>Teachers</p>	<p>Student data shared in PLC for feedback and use of interventions</p> <p>Use of protocols to discuss student work. Instructional strategies to help support student learning.</p> <p>Ongoing professional development on PLC</p>	<p>Continue from year one.</p> <p>PLC data and strategies are shared among staff members</p> <p>On going PLC professional development</p>	<p>Number of students identified for tier 2 and 3 support decrease over time.</p> <p>Students receiving Ds and Fs for semester are decreased</p>

<p><b>Use of the Small Learning Community structure to <u>identify common/unifying interventions</u> for students in need.</b></p> <p>Small Learning Community Teacher teams will:</p> <ul style="list-style-type: none"> <li>• Implement a mini- SST for intervention plans for students in SLC</li> <li>• Provide collaboration protocols that allow for conversations about students with monitoring and follow-up. Communicate to non-SLC teachers regarding the plan</li> </ul>	<p>Teachers/ Counselors</p>	<p>Develop protocols for reviewing student data to determine students in need in the SLCs.</p> <p>Develop a mini-SST protocol for SLCs.</p>	<p>Monitor student success.</p> <p>Adjust mini-SST used at SLC level.</p>	<p>Number of students identified for tier 2 and 3 support decrease over time.</p> <p>Students receiving Ds and Fs for semester are decreased.</p> <p>Decrease student referrals out of class for discipline.</p>
<p><b>Development of <u>student growth in agency</u> through teacher and student support structures.</b></p> <p>Use of advisory to provide the learning reflection for all students including:</p> <ul style="list-style-type: none"> <li>• Use of agency learning principle to have students develop growth mindset and other attributes of learning to create the whole student.</li> <li>• Provide opportunities for teacher to mentor students in agency and use of advisory to plan tutorial help for students in need of Tier 2 interventions.</li> <li>• Provide peer tutors in advisory and tutorial to provide student mentors in learning.</li> <li>• Use of Link Leaders to provide mentorship in agency reflection and self- advocacy for intervention when needed.</li> </ul>	<p>Teachers</p> <p>Peer Tutors</p> <p>Link Leaders</p> <p>Admin</p> <p>InT</p>	<p>Revisit purpose of advisory in a design team.</p> <p>Develop advisory to address agency needs: Use agency learning principle and scale to guide work.</p> <p>Train Link Leaders in agency and have them use scale to have students self-assess their growth.</p> <p>Identify Peer Tutors for advisory.</p>	<p>Implement full advisory model with development of agency learning principles. Include other learning principles when applicable.</p> <p>Link Leaders and peer tutors in each advisory to provide student mentorship.</p>	<p>Number of students identified for tier 2 and 3-support decrease over time.</p> <p>Students receiving Ds and Fs for semester are decreased.</p> <p>Decrease student referrals out of class for discipline.</p>

<b>Behavior Interventions:</b>				
<p><u>Goal:</u> Provide students with behavioral support to ensure their academic success in all classes.</p> <p><u>Alignment to DHS Purpose and Learning Principles</u></p> <ul style="list-style-type: none"> <li>We create a respectful, responsible and reflective community. (Purpose)</li> <li>Students will develop self-awareness and cultivate a growth mindset as they encounter challenges and understand multiple perspectives/behaviors. (Learning Principle)</li> <li>Students will be respectful, responsible and reflective as they become productive members of a community. (Learning Principle)</li> </ul>				
<b>Action Tasks</b>	<b>Persons</b>	<b>Target Year 1 2014-15</b>	<b>Target Year 2 2015-2016</b>	<b>Assessment Measure</b>
<p><b>Identifying students who require interventions:</b></p> <p>Use of Small Learning Communities/ Academies or the formal SST process to identify students who struggle with behavior issues and share common strategies.</p> <ul style="list-style-type: none"> <li>Develop behavior agreements that work across classes to provide consistency.</li> <li>Share plan with teachers outside of SLC. (If developed in SLC)</li> <li>Provide alternative learning spaces for students when needed.</li> </ul>	<p>Teachers</p> <p>Counselors</p> <p>Assist. Principals</p> <p>Int. Team (InT)</p>	<p>Development of a plan shared across teachers in and out of SLC/Academies.</p> <p>Identify issues early on and provide support and plans within first few weeks of behavior issue.</p>	<p>Monitor student success.</p> <p>Share plan to 11<sup>th</sup> grade if necessary.</p>	<p>Number of students identified for tier 2 and 3 support decrease over time.</p> <p>Students receiving Ds and Fs will decrease</p> <p>Decrease number of students with referrals out of class for discipline.</p>

<p><b>Develop <u>behavior intervention plans</u> that are student centered and aligned to DHS learning principles.</b></p> <p>SLC/Academies/Int. Team will develop behavior plans that:</p> <ul style="list-style-type: none"> <li>• Aligned with learning principles that promote student awareness and ownership of behaviors interfering with learning</li> <li>• Use agency learning principles and scales with students in discipline.</li> <li>• Communicate to all teachers about plan and student work in agency.</li> </ul> <p>Align administrative support to SLC structure for grades 9/10.</p> <ul style="list-style-type: none"> <li>• APs align interventions with counselors and teacher teams.</li> <li>• APs attend SLC collaborations as needed to work with teachers on behavior interventions.</li> </ul>	<p>Teachers</p> <p>Student</p> <p>Parents</p> <p>Counselors</p> <p>Assist. Principals</p> <p>Int. Team</p> <p>Assistant Principals</p>	<p>Development of a plan shared across teachers in and out of SLC/Academies.</p> <p>Use of Agency scale for students to reflect on their use of agency and growth over time</p> <p>Use of learning tracker of agency for APs with notation in eschool.</p> <p>Align AP student assignment to SLCs.</p> <p>Attend SLC collaborations and work with InT as needed.</p>	<p>Continued use and monitoring of students in agency and their growth.</p> <p>Assess use and note inconsistencies.</p> <p>.</p> <p>Monitor student growth and assess.</p>	<p>Number of students identified for tier 2 and 3 support decrease over time.</p> <p>Students receiving Ds and Fs will decrease</p> <p>Decrease number of students with referrals out of class for discipline.</p>
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<b>Attendance Interventions:</b>				
<u>Goal:</u> To improve attendance for students to provide better academic success.				
<u>Alignment to DHS Purpose and Learning Principles:</u>				
<ul style="list-style-type: none"> <li>• We challenge all learners to be hard working, daring and committed. (Purpose)</li> <li>• Students develop agency and cultivate a growth mind-set as they encounter challenges. (Learning Principle)</li> </ul>				
<b>Action Tasks</b>	<b>Persons</b>	<b>Target Year 1 2014-15</b>	<b>Target Year 2 2015-2016</b>	<b>Assessment Measure</b>
<p><b>Identifying students who require interventions:</b></p> <p>Weekly monitoring and communication with family and students regarding attendance.</p> <ul style="list-style-type: none"> <li>• Collection of data and analysis of students in needed completed by campus supervisors.</li> <li>• Weekly review of attendance data at admin meetings. Recommend students to InT</li> <li>• Students in need of daily tracking, referred to campus assistants.</li> <li>• Email and phone communication regarding attendance</li> <li>• Use of agency scale to review student's growth in attendance</li> </ul>	<p>Attendance Secretary</p> <p>Assistant Principals</p> <p>Campus Assistants</p>	<p>Redesign attendance interventions communicated to all parents.</p> <p>Track student attendance in admin meetings. Refer to InT as needed.</p>	<p>Monitor student success.</p>	<p>Admin/teacher communication and monitoring of absences increases.</p> <p>Total number of unexcused absences decreases.</p>

**Tier Two:** Students who need more time and access to improve their learning will be provided tier two intervention to improve their academic learning through access to the material and time needed to learn the program goals.

**Academic Interventions:**

Goal: Increase students reaching proficiency with additional time and support.

Alignment to DHS Purpose and Learning Principles:

- We are a community of learners dedicated to academic growth. (Purpose)
- Students will show proficiency in program goals and critical thinking. (Learning Principle)
- Students develop agency and cultivate a growth mind-set as they encounter challenges and understand multiple perspectives in learning and life. (Learning Principle)

Action Tasks	Persons Responsible	Target Year 1 2014-15	Target Year 2 2015-2016	Assessment Measure
<p><b>Development and use of an <u>Intervention Team (InT)</u> to monitor students who need tier 2 and 3 interventions:</b></p> <p>Design and implement an intervention team who will:</p> <ul style="list-style-type: none"> <li>• Design a student referral process to identify students in need of more intensive interventions.</li> <li>• Design a monitoring process for students.</li> <li>• Implement needed tier 2 and 3 academic, behavior and attendance interventions</li> <li>• Monitor students through interventions and those who are not participating in recommended intervention.</li> <li>• Implement SST process for all students in need. (See action step 2 below)</li> <li>• Monitor tutorial calendar or workshops and events.</li> </ul>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Psychologist</p> <p>SAI teacher</p> <p>AP Secretary</p>	<p>Identify students who need tier 2-3 interventions</p> <p>Provide interventions to students.</p> <p>Monitor student interventions.</p> <p>Adapt team needs as needed over the year.</p>	<p>Design and implement new interventions as needed.</p> <p>Adapt team needs as needed.</p>	<p>Correct identification of students in need of intervention.</p> <p>Appropriate interventions provided to students.</p> <p>Students receiving Ds and Fs will decrease</p> <p>Decrease number of students with referrals out of class for discipline.</p>

<p><b>Use <u>Student Success Teams</u> to monitor students who need more support.</b></p> <p>Redesign SST process to provide additional support for students.</p> <ul style="list-style-type: none"> <li>• Assess SST process and redesign as needed.</li> <li>• Use SST with follow-up monitoring at least twice each semester. Continue to revise SST if needed.</li> <li>• Provide exit strategies for students leaving an SST.</li> </ul>	<p>Int. Team</p> <p>Assistant Principals</p> <p>Counselors</p> <p>Teachers</p>	<p>Assess and redesign SST process</p> <p>Use and evaluate new process</p> <p>Monitor students on an SST</p>	<p>Monitor students on SST</p> <p>Continue to build capacity of Intervention Team to monitor</p>	<p>Grades of students who teachers identify in need of SST improve over grading period.</p> <p>Teachers report that students identified are progressing into or towards proficiency in program goals in course work</p>
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<p>Provide <b>additional time to support students</b> in meeting proficiency or extend learning opportunities.</p> <p>Use of tutorial to provide tier 2 interventions.</p> <ul style="list-style-type: none"> <li>Weekly matrix of tutorial “workshops” is provided to students for tier 2 interventions based on current class work.</li> <li>Students identified for tier two will be assigned (by teachers and/or InT) to tutorials for the week. Other students will choose from matrix.</li> <li>Teachers and Intervention Team will monitor student growth of those identified students.</li> <li>InT will closely monitor a tutorial calendar of workshops and events.</li> </ul> <p>(See Tutorial Plan Appendix)</p>	<p>Assistant Principal</p> <p>Teachers</p> <p>Intervention Team</p> <p>AP Secretary</p>	<p>Design, implement and monitor weekly tutorial matrix</p> <p>Teachers identify workshops based on curricular and student needs.</p> <p>Implement student placement system.</p> <p>Track student growth of students in need of tier 2 support.</p>	<p>Continue to assess student-tracking system.</p> <p>Continue to revisit purpose and success of tutorial.</p>	<p>Improved grades of all students.</p> <p>Grades of students who teachers identify in need of tier 2 improve over grading period.</p> <p>Teachers report that students identified are progressing into or towards proficiency in program goals in course work.</p>
<p>Explore, develop and begin implementation of an AVID class for students identified from the AVID profile.</p> <ul style="list-style-type: none"> <li>Implement an “Agency AW” for spring to introduce ideas to TREK SLC.</li> <li>Write and receive board approval for AVID Course of Study</li> <li>Identify teachers and train</li> <li>Identify a coordinator and train</li> <li>Design student identification process.</li> <li>Work with middle schools to recruit students..</li> <li>AVID Course of Study developed for four years of AVID program</li> <li>Attend AVID trainings for AVID strategies, content strategies and EL strategies.</li> <li>Develop AVID strategies into courses across disciplines in curriculum guides.</li> </ul>	<p>Assistant Principal</p> <p>AVID Coordinator</p> <p>Intervention Team</p> <p>AVID Teachers</p> <p>Principal</p> <p>Teachers</p> <p>AVID Teachers</p>	<p>Research, develop and design processes for AVID 4-year plan and student identification process.</p> <p>Develop AVID Program goals and proficiency scales for course of study</p> <p>Identify and train AVID teachers</p> <p>Identify coordinator</p> <p>Develop protocol for identifying incoming 9<sup>th</sup> grade students.</p>	<p>Continue from year one.</p> <p>Implement AVID classes for identified students.</p> <p>Provide ongoing AVID trainings for staff members.</p> <p>Implement AVID strategies in SLC classrooms.</p> <p>AVID strategies in more classrooms outside of AVID</p>	

<b>Behavior Interventions (Tier 2)</b>				
<u>Goal:</u> Provide students with behavioral support to ensure their academic success.				
<u>Alignment to DHS Purpose and Learning Principles:</u>				
<ul style="list-style-type: none"> <li>• Students will be respectful, responsible and reflective as they become productive members of a community. (Purpose)</li> <li>• Students will develop agency and cultivate a growth mindset as they encounter challenges and understand multiple perspectives/behaviors. (Learning Principle)</li> <li>• Students will feel connected to a community of peers and adults, creating trusting relationships and therefore being able to problem solve. (Learning Principle)</li> </ul>				
	<b>Persons</b>	<b>Target Year 1 2014-15</b>	<b>Target Year 2 2015-2016</b>	<b>Assessment Measure</b>
<p><b>Provide <u>behavior support student success teams</u></b></p> <p>Develop a behavior support program which involves students helping each other learn and grow from each other and themselves in a supportive environment.</p> <ul style="list-style-type: none"> <li>• Use of peer resource for students to work on improving agency.</li> <li>• Use of Peer Court or similar restorative justice intervention</li> <li>• Develop a support group for students with alcohol and substance abuse issues.</li> <li>• Implement an on-campus monitoring (OCM) program in which students do not lose access to their education when on suspension.</li> </ul>	<p>Assistant Principals</p> <p>InT</p> <p>Counselors</p> <p>BACR</p> <p>Peer Resource</p>	<p>Develop an action plan</p> <p>Train staff/ students.</p> <p>Develop goals and structure of OCM.</p> <p>Provide OCM for students who need behavior support</p>	<p>Continue to refine the plan.</p> <p>Monitor students in OCM through teacher and student input</p>	<p>Grades of students who teachers identify in need of SST improve over grading period.</p> <p>Number of students suspended decrease.</p>

<b>Attendance Interventions</b> Goal: To improve attendance for students to provide better academic success. Alignment to DHS Purpose and Learning Principles: <ul style="list-style-type: none"> <li>We challenge all learners to be hard working, daring and committed. (Purpose)</li> <li>Students develop agency and cultivate a growth mind-set as they encounter challenges. (Learning Principle)</li> </ul>				
Action Tasks	Persons	Target Year 1 2014-15	Target Year 2 2015-2016	Assessment Measure
<p><b>Provide <u>attendance support student success teams</u></b></p> <p>Create a system of pre-SARB SST meetings with a contract when attendance becomes an issue with students.</p> <ul style="list-style-type: none"> <li>Students with 5 or more unexcused period absences or two full day unexcused will need SST for attendance.</li> <li>Developing intervention system with combination of incentives and consequences (activities)</li> </ul>	Assistant Principals  Teachers  Counselors  InT	Establish and monitor students with attendance plans.  Determine successful students and try to replicate	Continue monitoring student success.	Grades of students who teachers identify in need of SST improve over grading period.  Number of students with large number of absences decreases.

**Tier Three:** Students who demonstrated below proficient in program goals across the curriculum and have not demonstrated growth through both tier one and two interventions will have access to tier three intervention to improve their academic learning through access to the material and time needed to learn the program goals.

**Academic Intervention**  
Goal: Increase students reaching proficiency with additional time and support.  
Alignment to DHS Purpose and Learning Principles:

- We are a community of learners dedicated to academic growth. (Purpose)
- Students will show proficiency in program goals and critical thinking. (Learning Principle)
- Students develop agency and cultivate a growth mind-set as they encounter challenges and understand multiple perspectives in learning and life. (Learning Principle)

Action Tasks	Persons Responsible	Target Year 1 2014-15	Target Year 2 2015-2016	Assessment Measure
<p><b>Provide <u>time and intensive support</u> for students in need.</b></p> <p>Redefine Academic Workshops (AW) to better meet student needs.</p> <ul style="list-style-type: none"> <li>• Develop an Agency AW to promote student agency (Pre-AVID) Identify how to use before and after school for short-term Tier 3 support.</li> <li>• Reading Intervention or AW for students who need on-going or occasional instructional support.</li> <li>• Algebra AW for students who need on-going or occasional instructional support.                             <ul style="list-style-type: none"> <li>• Use of diagnostic assessment and teacher instruction to determine.</li> </ul> </li> </ul>	<p>Admin</p> <p>Teachers</p> <p>InT</p> <p>Math Department</p> <p>English Department</p>	<p>Identify students for Agency AW and enroll in semester 2.</p> <p>Design and implement a diagnostic English and math plan.</p> <p>Identify students for AW classes based on need after 2-3 weeks in coursework.</p>	<p>Move from Agency AW to AVID</p> <p>Identify students who need long-term and short-term support in English and math.</p> <p>Place students in AW or “remix” support as needed and monitor</p>	<p>Number of students in Ds and Fs in English/ math and grade 9 classes will decrease.</p> <p>Number of students who need additional interventions in high school career decrease.</p>

<p>Provide special education support for students beyond Academic Workshop model.</p> <ul style="list-style-type: none"> <li>• Develop team teaching opportunities to provide SAI support in the mainstream classroom.</li> <li>• Align resource teachers to SLCs and provide them common planning time.</li> <li>• Align academic workshops to course work that provides opportunities for pre and re teaching to help Sped students manage their coursework.</li> </ul>	<p>Teachers  Special Education Teachers</p>	<p>Explore a team teaching approach and how IEPs will need to reflect this support.</p> <p>Provide common planning periods for Sped teachers to plan projects with SLC teams.</p> <p>Align AWs to course works for pre and re teaching.</p>	<p>Implement a team teaching model in English or math.</p> <p>Continue.</p>	<p>Decrease the number of students who receive special education service in an AW when not needed.</p>
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<b>Behavior Intervention</b> Goal: Provide students with behavioral support to ensure their academic success. Alignment to DHS Purpose and Learning Principles:					
<ul style="list-style-type: none"> <li>Students will be respectful, responsible and reflective as they become productive members of a community. (Purpose)</li> <li>Students will develop self-awareness and cultivate a growth mindset as they encounter challenges and understand multiple perspectives/behaviors. (learning Principle)</li> <li>Students will feel connected to a community of peers and adults, creating trusting relationships and therefore being able to problem solve as a community when negative behaviors surface. (learning Principle)</li> </ul>					
Action Tasks	Persons	Target Year 1 2014-15	Target Year 2 2015-2016	Assessment Measure	
<b>Provide <u>behavior support student success teams</u></b>  SST to determine school-wide behavior plan <ul style="list-style-type: none"> <li>Weekly/Daily monitoring during tutorial with AP.</li> <li>Use of a Focused lunch if necessary</li> </ul> 1. Group Counseling <ul style="list-style-type: none"> <li>Use of BACR or counselors</li> <li>Focus in issues (Drug/alcohol)</li> </ul>	Assistant Principal  Counselor  Teachers  Psychologist	Develop the SST format  Use, monitor and assess effectiveness  Develop the parent consent form.  Develop a group and pilot.  Assess effectiveness	Continue	Decrease in the number of repeat behavior issues that arise.  Decrease of drug and alcohol suspensions and issues on campus.	
<b>Attendance Intervention</b> Goal: To improve attendance for students to provide better academic success. Alignment to DHS Purpose and Learning Principles:					
<ul style="list-style-type: none"> <li>We challenge all learners to be hard working, daring and committed. (Purpose)</li> </ul> Students develop agency and cultivate a growth mind-set as they encounter challenges. (Learning Principle)					
Action Tasks	Persons	Resources	Target Year 1 2014-15	Target Year 2 2015-2016	Assessment Measure
SARB- as currently used.					

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