

Reading

Tier 1: All students will be assessed using STAR 360 reading screener three times per year (fall, winter, and spring) and will receive standards-aligned instruction, frequent formative assessment, and timely feedback from formatives in the classroom. Teachers will address students' weaknesses as indicated on the screeners and incorporate differentiation into their instruction to address such weaknesses. Teacher PL will address decoding and comprehension instructional strategies.

Tier 2: The lowest-scoring 15% of students on the STAR 360 reading screener will be scheduled for Tier 2 reading interventions with a highly-qualified ELA teacher or a paraprofessional during advisement in small groups of 3-5 students for 28 minutes at least three times per week, during which the teacher will conduct explicit vocabulary instruction (morphological problem solving, word morphemes, derivations, greek/latin word roots, prefixes, suffixes) using Building Vocabulary with Word Roots program (TCM). If there are significant discrepancies between a student's prior screener scores and his/her current score, or between a student's current score and his/her classroom achievement, the student can be rescreened with the following testing changes: test will not be timed and questions can be read to student by computer. Tier 2 students will be progress-monitored every two weeks during advisement on Thursday by the teacher conducting the interventions using the STAR 360 reading screener. After 6-8 weeks, if intervention results in no progress on the reading screener, a second intervention will be implemented which will address comprehension skills (PALS - Peer Assisted Learning Strategies). If no progress is made after the second intervention is implemented for 6-8 weeks, student will be moved to Tier 3 during second semester. A letter will be mailed to Tier 2 students' parents by the Academic Coach within one week of assignment to Tier 2, and additional letters will be mailed at 6-8 weeks and at 12-16 weeks, detailing students' progress.

Tier 3: Students in Tier 3 will be enrolled in a daily, 50-minute course using Leveled Literacy Interventions (LLI). Tier 3 students' scores on the 2016-17 STAR 360 reading screeners consistently demonstrated scores in the Beginning Learner category. (If students in Tier 2 need to be moved to Tier 3 after the first semester, they will be enrolled in the course for the second semester.) Students will receive individual help and help in pairs by a highly-qualified ELA teacher, Jennifer Martin. Students will be progress-monitored weekly during class (each Friday, or in the case of a holiday, the last day of school for the week) using LLI baseline test. A letter will be mailed to Tier 3 students' parents by the Academic Coach at 6-8 weeks and at 12-16 weeks, detailing progress based on the LLI results.

	123	124	125
BASIC READING (Recognizing and decoding words)			
If mastery is below grade level placement, indicate instructional level:			
a. Identifies letters.			
b. Has mastered sound-symbol correspondence.			
c. Can read without letter reversals or letter order transposition when decoding.			
d. Reads without excessive omissions, substitutions, or repetitions.			
e. Recognizes and retains sight words at instructional level.			
f. Decodes/blends unfamiliar phonetic regular words.			
g. Can read fluently (without losing place and tracts smoothly from line to line, etc.).			
h. Self corrects word recognition errors.			
i. Can orally or silently read an assigned passage with age appropriate speed.			
j. Can recall previously introduced words in context (i.e., vocabulary).			
k. Uses context clues to assist in decoding unknown words.			
READING COMPREHENSION (Understanding and relating information)			
If mastery is below grade level placement, indicate instructional level:			
a. Is making good progress towards meeting grade level/course standards.			
b. Can comprehend meaning of vocabulary words.			
c. After reading passage, recalls facts.			
d. Can locate requested information on a page.			
e. Can determine main idea.			
f. Can sequence events.			
g. Makes inferences beyond the text.			
h. Follows written instructions.			

Research:

Leveled Literacy Interventions (LLI): <http://www.fountasandpinnell.com/research/>

PALS: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_pals_013112.pdf

Effectiveness

Peer-Assisted Learning Strategies was found to have potentially positive effects on comprehension for adolescent learners.

Table 1. Summary of findings⁴

Outcome domain	Rating of effectiveness	Improvement index (percentile points)		Number of studies	Number of students	Extent of evidence
		Average	Range			
Comprehension	Potentially positive effects	+19	na	1	120	Small

na = not applicable

Math

Tier 1: All students will be assessed using STAR 360 math screener three times per year (fall, winter, and spring) and will receive standards-aligned instruction, frequent formative assessment, and timely feedback from formatives. Teachers will address students' weaknesses as indicated on the screeners and incorporate differentiation into their instruction to address such weaknesses.

Tier 2: Students will be moved to Tier 2 if they meet two or more of the following requirements: 1) earning a grade of 79 or lower in 8th grade mathematics, 2) earning a score in the Beginning or Developing learner category on the 8th grade mathematics Milestone, 3) teacher recommendations, 4) enrolled in resource math in middle school, 5) failing both semesters of Coordinate Algebra their 9th grade year due to the student putting forth effort but struggling immensely with the basics and a teacher recommendation attesting to this fact. Students in Tier 2 will be enrolled in a daily, 50-minute course (Foundations of Algebra) taught by a highly-qualified math teacher (either Mandy Sutton or David Cline) and a highly-qualified SPED co-teacher. Class counts for these courses are 10 (Cline), 15 (Sutton), and 21 (Cline). Students will be progress monitored every two weeks using the STAR 360 math screener during FOA class. After 6-8 weeks, students who have shown no progress on the math screener will be assigned to Accelerated Math during FOA class time at least three days a week for 20-30 minutes each day for 6-8 weeks. After 6-8 weeks, if no progress on the screener is demonstrated, students will be moved to Tier 3. A letter will be mailed to Tier 2 students' parents by the Academic Coach at 6-8 weeks and at 12-16 weeks, detailing progress based on the STAR 360 math screener results.

Tier 3: Students will be moved to Tier 3 when no progress has been demonstrated on the STAR 360 math screener after two interventions have been attempted at Tier 2. Tier 3 students will be assigned to Accelerated Math for 30 minutes per day, 5 days per week in their FOA class in addition to 28 minutes per day, 4 days per week during advisement. A highly-qualified math teacher (Mandy Sutton) will conduct Tier 3 interventions during advisement and will progress monitor students using the STAR 360 math screener during advisement each Thursday (or in the case of a holiday, the last day of school for the week). A letter will be mailed to Tier 3 students' parents by the Academic Coach at 6-8 weeks and at 12-16 weeks, detailing progress based on the STAR 360 math screener results.

Research:

Accelerated Math:

- See "Accelerated Math Research" doc in Drive
- <https://www.renaissance.com/resources/research/>
- <http://doc.renlearn.com/KMNet/R004106411GH22F8.pdf>

Behavior

Tier 1: All students were provided a copy of the 2017-18 CCHS Student Handbook within the first week of their arrival at school; the handbook lists infractions and detailed consequences for each. Students attended orientation on the first day of school, during which administrators explained the school rules and policies. CCHS is in the first stages of implementing PBIS this year.

Tier 2: Students who have more than three write-ups by October (students who demonstrate attention-seeking behaviors and chronic absences) will be enrolled in Tier 2 (Check-In, Check-Out/CICO). Behavior referrals for bus misbehavior, arrests, cell phone violations, dress code violations, or illegal substances do not qualify students for CICO. CICO students will check in daily by 8:00 AM and between 3:30-3:45 PM with Mary Beth Broughton. If Mrs. Broughton isn't in the building, students will report to Amy Raines that day for CICO. After 6-8 weeks, if intervention results in no progress in behavioral improvement, another intervention will be implemented (small-group mentoring (3-5 students) at least 3 times per week for 20-30 minutes with counselor Amy Raines). If no progress is made after the second intervention is implemented for 6-8 weeks, the student will be moved to Tier 3. If a Tier 2 student has no discipline referrals after 16 weeks, he/she will be moved back to Tier 1.

Research:

Mentoring:

<http://www.infed.org/learningmentors/mentoring.htm> (excerpt from article below)

The importance of *'natural'* mentoring relationships in helping young people in making successful transitions to adulthood is well recognized. Reports from the USA have pointed to these relationships as promoting 'resiliency' or the potential of some young people to overcome adverse circumstances (Freedman, 1993). Rutter (1995) found that mentoring was one of a number of 'steeling mechanisms' that can foster resilience to continued crises. Jean Rhodes, has shown that 'natural' mentors who are drawn from the local neighbourhood can help young mothers in dealing with difficulties encountered in personal relationships and stave off depression (Rhodes et al, 1992). A recent study carried out by the author found that mentoring relationships can assist young people and their mentors to develop a form of 'cultural capital' or a set of recipes to deal with the challenges they face in their day to day lives. These issues included a wide range of issues which included dealing with difficulties in relationships, surviving on few resources, and carving out a sexual identity (Philip 1999; Philip and Hendry, 2000).

Tier 3: When Tier 2 self-motivation is ineffective, students will be mentored by the counselor individually or in groups of no more than 2 students at least 4 times per week with each session lasting 30-45 minutes. Students will be progress monitored once weekly (each Friday, or in the case of a holiday, the last day of school for the week) by counselor Amy Raines.

Research:

Check In, Check Out:

WWC SUMMARY OF EVIDENCE FOR THIS INTERVENTION

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Check & Connect

Check & Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports. The program has two main components: "Check" and "Connect." The Check component is designed to continually assess student engagement through close monitoring of student performance and progress indicators. The Connect component involves program staff giving individualized attention to students, in partnership with school personnel, family members, and community service providers. Students enrolled in Check & Connect are assigned a "monitor" who regularly reviews their performance (in particular, whether students are having attendance, behavior, or academic problems) and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school.

Reviewed Research

Children Identified With Or At Risk For An Emotional Disturbance

Dropout Prevention

May 2015

EVIDENCE SNAPSHOT

INTERVENTION REPORT (760 KB)

REVIEW PROTOCOL

Outcome domain	Effectiveness rating	Studies meeting standards	Grades examined	Students	Improvement index
Completing school	0	1 study meets standards	9-12	144	--
Progressing in school	+	1 study meets standards	9	92	30
Staying in school	++	2 studies meet standards	9-12	238	25

Less Popular Treatments That Do Work

Treatment

- PBIS
- Mentor-based support
- Social emotional learning
- Social skills training
- Proactive classroom management
- Formative evaluation + graphing + reinforcement
- Supplemental academic instruction
- Behavior contract, self-monitoring

Effect Size

- + .90
- + .60 to +1.00
- + .90
- + .68
- + .81
- + 1.00
- + .70 to 1.50
- > +.50

Kavale (2005); Marquis et al. (2000); Cook, et al. (in press); Blueprints for Promising Treatments (1999)

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