

Interventions & Extensions

**ENSURING HIGH LEVELS
OF LEARNING FOR EVERY
STUDENT**

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<http://sri.washk12.org/> Click on Student's Section to
see TBT catalog for 2014-2015 school year.

Culture Eats Structure for lunch



Categorize the following:

- ⦿ Personality
- ⦿ Values and beliefs
- ⦿ Perceptions
- ⦿ The “way we feel around here”.
- ⦿ Attitude
- ⦿ Perceptions
- ⦿ The “way we do things around here”.

Culture Versus Climate

- ⦿ Group's personality
- ⦿ Based on values and beliefs
- ⦿ The way we do things around here
- ⦿ Group's attitude
- ⦿ Based on perceptions
- ⦿ The way we feel around here

Culture Basics

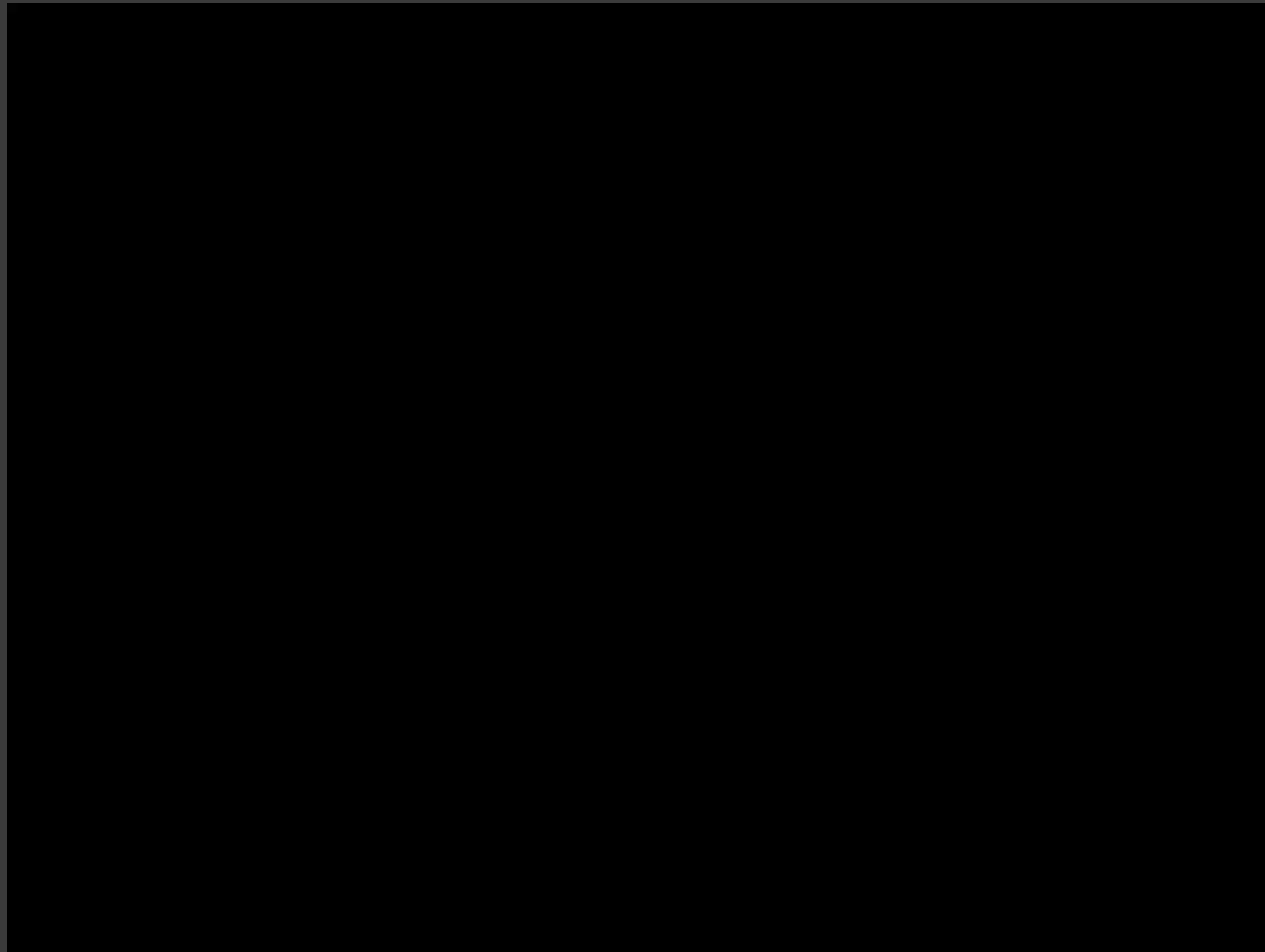
Fundamental Purpose

● **ENSURING HIGH
LEVELS OF
LEARNING FOR
EVERY STUDENT**

Collective responsibility

- Adult actions influence student learning. No excuses!
- The skills of the teachers should match the needs of the students.

Collaborative Teams



Collaboration

- As a professional learning community, we have the knowledge and expertise to meet the needs of individual students in our school.

Why Interventions?

- ⦿ Never in our nation's history have the demands on our educational system been greater or the consequences of failure as severe. Beyond the high-stakes school accountability requirements mandated by state and federal laws, the difference between success and failure in school is, quite literally, life and death for our students.

- The likely pathway for students who struggle in school is an adult life of poverty, incarceration, and/or dependence on society's welfare systems.

Poverty

- Dropouts on average earn about \$12,000 per year, nearly 50 percent less than those who have a high school diploma
- 50 percent less likely to have a job that offers a pension plan or health insurance
- They are more likely to experience health problems

Incarceration

- Across the United States, 82% of prison inmates are dropouts.

Social costs

- 75 % of those claiming welfare are functionally illiterate.

- With such high stakes, educators today are like tightrope walkers without a safety net, responsible for meeting the needs of every child with little room for error.

Why Extensions?

**Every student
should be a
struggling
student.**

WHY?

As the world becomes increasingly interdependent...enhancing human capital will become increasingly critical. And it is not just about cultivating the talent of America's highly gifted students. The elite rocket scientists in a society may contribute to the create of new technologies, but in order to full realize the potential of such innovations, members of the workforce have to be skilled enough to learn how to apply them in their own jobs.

-Craig D. Jerald

Defining a 21st century education

WHY?

- ◎ “...what is troubling is not just being average but settling for it. Everyone knows that averageness is, for most of us, our fate. And in certain matters—looks, money, tennis—we would do well to accept this. But in your surgeon, your children’s pediatrician, your police department, your local school? When the stakes are our lives and the lives of our children, we want no one to settle for average.”
- ◎ -Atul Gawande “Better”

WHY interventions and extensions?

“With stakes this high, a quality education is no longer a privilege, but a moral responsibility we owe to every child.”

-Buffman, Mattos, Weber

Tier 2

Thunderbolt Time

Objectives of Thunderbolt Time

- ④ **Increase student learning.**
- ④ **Teach accountability.**
- ④ **Increase motivation.**
- ④ **Make learning relevant.**

Response to Intervention

A school wide response to two questions:

What do we do when students don't learn?

What do we do when students do learn?

Thunderbolt Time

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graph LR; A((Thunderbolt Time)) --- B((Intervention)); A --- C((Extension)); A --- D((Study Hall));
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Intervention

- Students who **do not** demonstrate proficiency on formative assessments are provided the opportunity to relearn.

Extension

- Students who **do** demonstrate proficiency in core classes choose an extension.

Study Hall

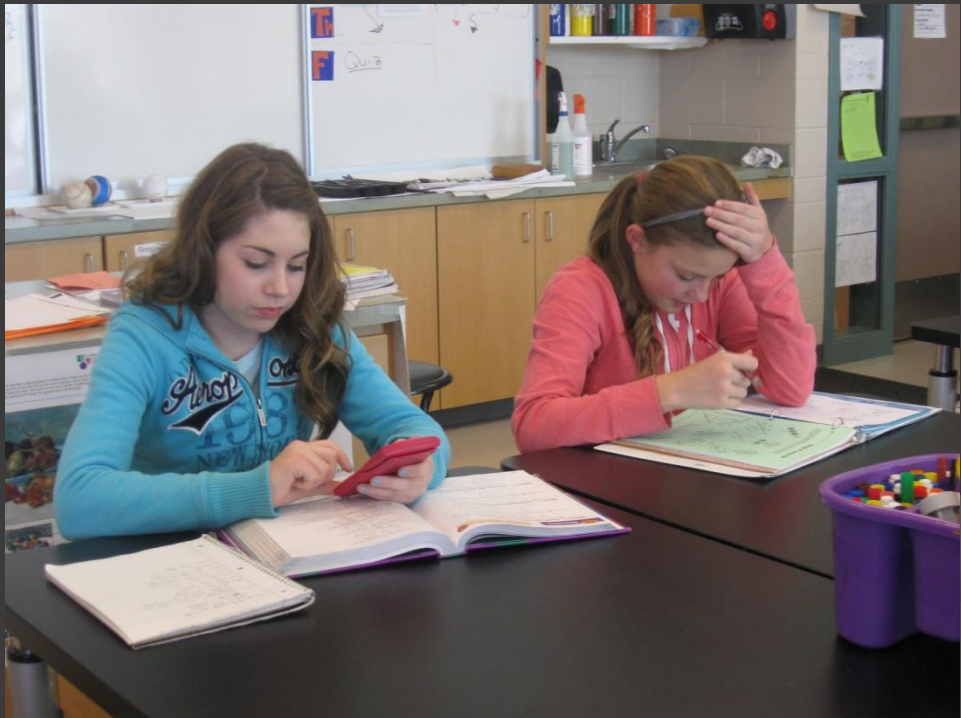
- When students are not producing evidence of learning, they are required to attend study hall to make up missing assignments.

Weekly Schedule

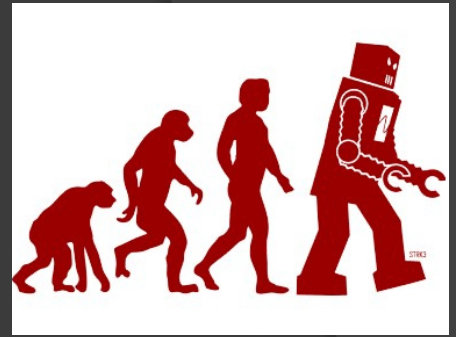
Friday	All common assessment results are analyzed. Students needing intervention or study hall are identified.
Monday	Teachers inform students and parents about required intervention. Students attend Homeroom.
Tuesday	Intervention, Extension or Study Hall 39 minutes extended time after 6 th period.
Wednesday	Intervention, Extension or Study Hall 39 minutes extended time after 6 th period.
Thursday	Intervention, Extension or Study Hall 39 minutes extended time after 6 th period.
Friday	Teachers inform students if they have achieved proficiency. Students attend Homeroom.

Intervention

- Language Arts
- Math
- Science



Evolution of Interventions



- In the beginning...teachers were working with whole groups of students and reviewing all the concepts in a particular unit.
- Now, most teams are identifying which students need reteaching on particular objectives within a standard and only instructing and assessing on that objective.

Numbers Game

150 students on average attend
an Intervention

120 more in Study Hall

About 630 students in
Extensions



Extension

FOUR WEEK COURSE

- 1. 21st Century Skills***
- 2. STEAM***
- 3. Service Learning***
- 4. College and Career Readiness***
- 5. Healthy Lifestyles***

STEM

- NASA Physics
- Robotics
- Science Experiments
- CSI
- Science Olympiad
- Lego League
- Engineering
- Aviation



21st Century Skills

- Creativity
- Collaboration
- Critical Thinking
- Communication



The Arts



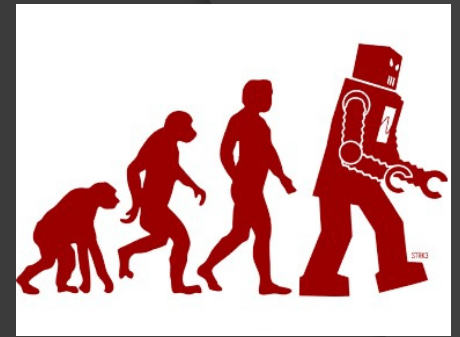
- Acoustic Guitar
- Chimes
- Drama
- Sculpture
- Crazy Art
- Music Appreciation
- Ukelele



Healthy Lifestyles – Sort of



Evolution



1. Things teachers wanted to teach
2. Things teachers thought would be easy to teach
3. Things students wanted to take
4. Things students wanted to take tied to 21st Century skills, healthy lifestyles, STEAM, College & Career Readiness

Study Hall

- ⦿ Executive Function Strategy
- ⦿ Goal Setting
- ⦿ Time to work on missing assignments and tests

Results of student survey:

- **60.6% never went to Intervention**
- **32.7% went several times**
- **6.7% went most of the time or all of the time**

- **59.9% said Interventions were very helpful**
- **31.3% said Interventions were somewhat helpful**
- **8.9% said Interventions were not helpful, they were still getting some bad grades**

Student survey results continued:

- 67.7% said they were motivated to get good grades so they could go to Thunderbolt Time
- 22.6% said they were sometimes motivated to get good grades so they could go to TBT
- 9.8% said they were not motivated to get good grades so they could go to TBT
- 92.9% of the students said we should continue to do TBT next year

Getting started or
refining what you have

Key Components

Get your PE and other non core people on board.

Allow teachers some choice in what they teach to start out.

Maintenance and Funding

- ⦿ Grants
- ⦿ Donations
- ⦿ Add a little each year
- ⦿ Minimal maintenance now

Mistakes

- ⦿ Signing up for extensions
- ⦿ Trying to sign students up a year in advance
- ⦿ Trying to do Study Hall in the Commons with all students
- ⦿ Trying to intervene on too many things with too many students. Should be a Tier 2.

Things we still haven't fixed

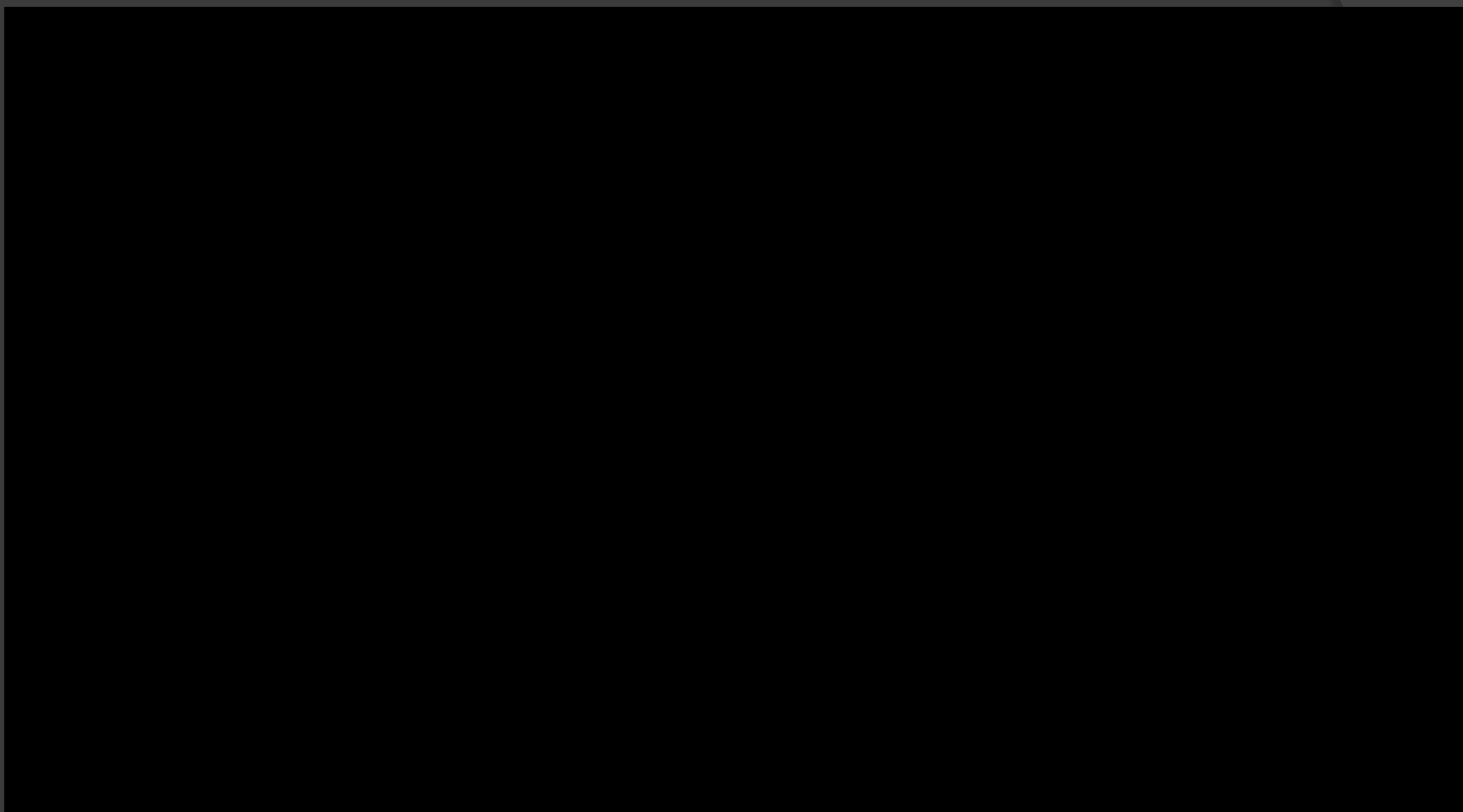
SpEd and other low level students may not ever get to go to an extension.

Once in awhile, a teacher will complain it is another prep. Our test scores have gone up every year. Keep the data in front of the teachers, so they know it is working.



Yacouba Sawadogo





Make the program your own



- ◉ Work with what you have
- ◉ Be creative and innovative
- ◉ Persevere
- ◉ Share your success