

**Turning on a Dime
at the Secondary Level**

Dr. Mark Weichel

The Outcome

- R Gain a deeper understanding of PLCs.
- R Be challenged (and inspired) to consider how an intervention plan would benefit your school.

**Overview of Incorporating
PLC Interventions**

- R Does it work?
- R Research supporting the plan
- R The Titan Pyramid—Levels 1 and 2
- R Q&A throughout
- R Advice on how to proceed

To be a PLC, schools must have four characteristics to work with struggling students:

1. Intervention (not remediation)
2. Systematic (schoolwide plan)
3. Timely (time and support now)
4. Directive (require versus invite)

(DuFour, DuFour, Eaker, & Karhaneck, *Whatever It Takes*, 2004)

R The impact of the **zero**

R Traditional grading practices:

- R Extra credit
- R Late work
- R Calculating grades

(O'Connor, *How to Grade for Learning*, 2002)

Other Schools

AllThingsPLC.info

Additional Classes

- R **At-risk class:** for students to prepare for exit exam as early as ninth grade
- R **Freshman courses:**
 - R For nine weeks, study skills take place 25 minutes per day.
 - R If student has a 2.0 GPA at nine weeks, he or she gets a 50-minute lunch. If not, student continues in class.
 - R Also, identified eighth grade students take transition elective courses.
- R **Summer courses:** for incoming, struggling ninth graders

Additional Classes

- R **Online courses:** credit recovery program during school day
- R **Double dose:** an extra math or language arts class

Advisements

Advisements and open periods:

- R Sessions (25 to 40 minutes) range from once a week to every day.
- R There is time to consult teachers.
- R Teachers check grades and have time to visit regular teachers.
- R Teachers team with upperclassmen who teach weekly lessons.

Incentives

Incentives: extended lunch, off-campus privileges

Modified Schedules

R **Open period:** one day per week modified schedule to access teachers to run mandatory tutorials

R **Early dismissal:**

- R Students who are passing all core classes leave early.
- R Required for failing students
- R Range of 25 minutes to a few hours

Tutoring

R **Peer tutoring:** Students are trained and then provide support to struggling students.

R **Mandatory tutoring:** Tutors are available before school, at lunch, evenings, and after school.

R **Support centers:** Staff experts in the area of need are available in the library or other location all day.

R **PLC time:** Hosted tutorials take place during staff PLC time.

Study Halls

- R Large study halls with all four core teachers assigned for tutoring opportunities
- R Smaller study halls for struggling students

One on One

Assigned mentor: Adults are assigned a student in whom to take special interest the following year

Other Schools

You

Take a Minute

What interventions are you currently doing at your school?

Some where on a graph of $y = f(x)$

The slope of the secant from $[a, f(a)]$ to $[a+h, f(a+h)]$ is

$$\frac{\Delta y}{\Delta x} = \frac{f(a+h) - f(a)}{h}$$

As $h = \Delta x$ approaches 0, the secant slope m should approach that of the skz .

**The Titan Pyramid:
Academic Component**

Two Levels

Level 1: Daily work

Level 2: Ongoing support

Level-1 Steps

Teacher step 1: Teacher works with student to complete work based on a timeline that the teacher and student establish. Teachers make parent contacts.

Teacher step 2: Teacher refers student to administrator. Administrator gives academic study time (24 hours).

Teacher step 3: Teacher sends student back to administrator. Student receives an intervention—Tuesday–Thursday–Saturday school.

Teacher step 4: For work not completed after the intervention, teacher may assign a zero.

Level-2 Continuum

- R Counselor confers with student and develops a plan for improvement. Counselor contacts student's teachers to inform them of the plan.
- R Counselor gathers information from teachers and works with administrator on an intervention.
- R An SAT meeting is conducted. Counselor invites teachers, parents, student, and administrator.
- R SAT follow-up and plans are put into place. Counselor monitors student's progress weekly.

* Items discussed at Monday morning meeting

Sample Credit Check List

Tenth Grade			
Crouch, Eric	Computer App II	INC	3
	Honors Biology	7%	5
Frazier, Thomas	American History	15%	5
	English 9	53%	5
Larson, Jordan	Algebra I	40%	5
Pavan, Sarah	Government AP	50%	5
Rozier, Michael	Algebra II	30%	5

Intervention Toolkit

Academic Support Time	T–Th–S School
R It is offered every day, thirty minutes before and after school.	R 7:00–9:00 p.m., Tuesday, Thursday
R Quiet study hall environment is provided.	R 7:30–8:20 p.m., Wednesday
R Students are required to attend within 24 hours—immediate intervention.	R 8:00–10:00 a.m., Saturday
	R Work is collected by secretary and student runners.
	R Student tutors provide help.

Intervention Toolkit

Eighth Hour–HOC	SSH
R It takes place Monday through Thursday, for one hour after school.	R Students attend SSH instead of regular study hall.
R Work is collected for students.	R Work is collected from teachers.
R Three teachers provide tutoring and assistance.	R Student tutors provide help.
	R Quiet study environment has fewer than 10 students.

Intervention Toolkit

Lunch

- R During 30-minute lunch
- R Two paraprofessionals
- R One takes student to get lunch.

The Financial Impact

Academic Support Time	T-Th-S School
R Paraprofessional	R Two hours per session
R One hour before and after school is designated for two staff members' schedules.	R \$21 per hour per certified teacher
	R Three sessions per week
	R \$126 per week
	R About \$4,500 per year
	R Formerly paid via district grant

The Financial Impact

Eighth Hour-HOC	SSH
R Three teachers	R Existing supervisory duties
R One hour per day	R Takes one teacher who would have traditionally been an extra study hall supervisor
R Four days per week	
R \$252 per week	
R About \$9,000 per year	

The Financial Impact

Lunch

- R Two paraprofessionals
- R One hour each day for each

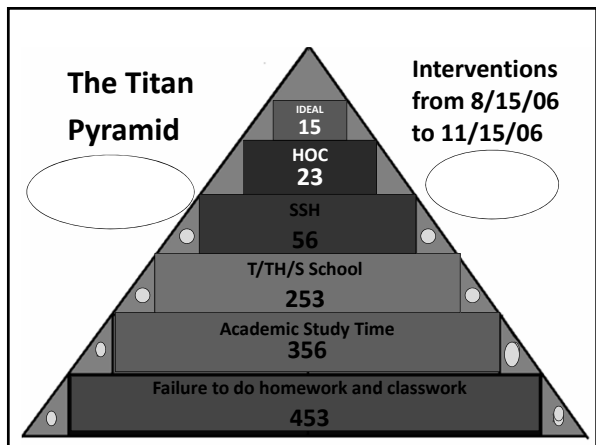
Testimonials

“Wow, you guys actually care about us.

“I mean, my old school didn’t care if I was failing a class.

“It’s cool that you notice.”

—10th-grade student



**Level 1 and 2:
Check for Understanding**

R Questions?

R Comments?

R Reflections?

**Level 1 and 2:
Check for Understanding**

- R Please get together with a partner.
- R Share the components of Levels 1 and 2 you think might work in your school.

Graduation Follow-Up

- R Rule 10 in Nebraska
- R Accreditation

Building Your Own Pyramid

Participants will be challenged (and inspired) to incorporate their own system of interventions.

“It is important that faculties realize, however, that eventually they are called upon to create their own systems of intervention within the context of their own schools.”

—DuFour, DuFour, Eaker, & Many, *Learning by Doing* (2010)

How Do I Implement?

- R Develop your rough-draft idea.
- R Pick your team.
- R Meet in the summer.
- R Create a summer letter.
- R Schedule first staff development in August.
- R Communicate.
- R Implement.
- R Make changes as needed.

Intervention System Template

Your level 1: What happens on a daily basis when work isn't done?

- R Step 1
- R Step 2
- R Step 3
- R Step 4

See back side of handout.

Call to Action


What can you do in the next 24 to 48 hours to make this happen?

The Outcome

- R Gain a deeper understanding of PLCs.
- R Be challenged (and inspired) to consider how an intervention plan would benefit your high school.

Thank You!

To schedule professional development at your site, contact **Solution Tree** at **800.733.6786**.



Solution Tree

Intervention Ideas

Area	Specific Ideas	This Intervention Works Because ...	This Intervention Does Not Work Because ...	I'm Glad My School Doesn't Do This Because ...	First Step to Implement or Improve
What your building does					
Area	Specific Ideas	We Currently Use This Successfully in Our School	We Don't Do This, but It Could Work in Our School Because ...	This Would Not Work in Our School Because ...	First Step to Implement or Improve
Additional classes	At-risk class for incoming based on an exit exam				
	Summer course for at-risk students				
	Online course				
	Double dose				
	New idea from colleague in the room				
Advisements	Open periods ranging from one week to every day				
	Younger students teamed with upperclassmen				

Area	Specific Ideas	My School Does Something Like This	I Wish My School Did Something Like This	I'm Glad My School Doesn't Do This	First Step to Implement or Improve
Advisements (cont'd)	Teachers checking on students				
	New idea from colleague in the room				
Incentives	Extended lunch and off-campus privileges				
	Quarterly assemblies and awards				
	New idea from colleague in the room				
Modified schedules	Open period: one day a week				
	Early dismissal				
	New idea from colleague in the room				
Tutoring	Peer				
	Mandatory				
	Support centers				
	PLC Time				
	New idea from colleague in the room				

Intervention System Template

Your Level 1: What happens on a daily basis when work isn't done?

Step 1

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Step 2

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Step 3

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Step 4

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Your Level 2: What happens when a student continues to fail?

Step 1

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Step 2

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Step 3

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Step 4

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