

A close-up photograph of a green leaf, showing a central midrib and numerous fine, parallel veins extending outwards. The leaf is vibrant green and occupies the entire background of the slide.

# Intervention Plan

Sept. 13, 2019

High Desert In-Service

A decorative graphic on the left side of the slide. It features three green leaves of varying sizes and shades of green, arranged vertically. The top leaf is the largest and has a detailed vein pattern. Below it is a smaller, lighter green leaf. At the bottom is a small, light green leaf. To the left of the leaves are two light blue circles of different sizes, one at the top and one at the bottom.

# Intervention

“Response to Intervention (RTI) is a process used by educators to help students who are struggling with a skill or lesson....” - [www.specialeducationguide.com](http://www.specialeducationguide.com)

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“RTI is a tiered-model approach for supporting struggling students and identifying possible learning and behavioral needs.” - [www.edutopia.org](http://www.edutopia.org)



# Pre-Intervention Strategies





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- New Students
  - Daily protocols/routines
  - Center Tour
  - Connect with a peer
  - Set up Remind & contacts



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- New Students
  - Daily protocols/routines
  - Center Tour
  - Connect with a peer
  - Set up Remind & contacts
  - Explain Units, whiteboards, ST use, schedules, extracurricular events, etc.
  - Hand out & use planners
  - 1 Week / 2 Week Follow ups
  - Logins

# Strategies For Student Success

## Student-Centered Approach

- **Questioning and Listening**
  - Identify student strengths and challenges
  - Engage in goal-setting with students
  - Take notes to remember details
- **Create a Positive Learning Environment**
  - Encouragement
  - Acknowledgement
  - Fair expectations
  - Provide resources
  - Be mindful of your workspace
- **Uphold Student Expectations**
  - Creates structure
  - Encourages good habits

## New Student Considerations

- **Share / Explain Expectations**
  - Integrate into your daily routine with students
- **Set Up Parent / Student Communication**
  - Establish a culture of communication
  - Best method of communication
- **Explain Units**
  - What is needed to complete them
  - How to use the text / resources / tech
- **Use Data to Inform and Make Decisions**
  - Transcripts to see previous classes / grades
  - My Learning Path assignment info
  - Work quality as they begin
- **Use the Student Planner to Promote Consistency**
  - Work with students to create work goals

## Academic Considerations

- **Identify gaps in knowledge**
  - Know each student's challenges to support growth
- **Use data**
  - Online Assessment scores
  - Work quality
  - Pre-assessment discussions
- **Provide formative feedback**
  - Detail what they do well and show them how they can improve
- **Assess before the test**
  - Ensure students are prepared
- **Grade intentionally**
  - Assess work quality
  - Gather info about the student

## Skill Building in Students

- **Create positive habits and an approach that can encourage responsibility and consistency in students**
  - Time Management
  - Goal Setting
  - Organization
  - Study Habits
  - Coping Skills
- **Incorporate skill building into your discussions with students**
  - Reinforce their use
- **Highlight when students are applying skills effectively or how they can grow**
  - Build confidence and a growth mindset

## Intervention Strategies

- **Talk with students to identify areas that challenge them**
  - Offer strategies to help overcome those obstacles
- **Review study habits and best practices for independent study**
  - Create consistency and improve quality of work
- **Pace / "Chunk" out the work**
  - Create goals
- **Go over the student's progress**
  - use a grad calculator or ILP Form
- **Spot-check / correct units with students**
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# Intervention Plan Overview

# INTERVENTION PLAN

## Student Truant

2 Consecutive Months or Truancy Pattern triggers an Intervention Plan



## Academic Behavioral Contract

1. Set Up meeting with Parent, Teacher, & AP
2. Discuss and sign Academic Behavioral Contract
  - a. 6 week period



## Academic Probation

1. Set up meeting with Parent, Teacher, & AP
2. Discuss and sign Academic Probation
  - a. 4 week period



## SST or Second Round of Probation

\*Documentation required of all interventions, truancy letters, and parent communications.



# Home Visits

# SCHD Home Visit Protocol

***As part of our Intervention Plan to reclaim our wayward students,*** Home Visits can be useful to: 1) Show our care and concern for the student, 2) Identify unknown needs and issues that Staff cannot see at the Center, 3) Send an Urgent Message to the parents of the severity of their student's lack of academic progress.



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# Speaking of Trackers



M2 Student Tracker Santa Clarita ☆ ↻

File Edit View Insert Format Data Tools Add-ons Help [Last edit was made 8 days ago by Amber Enzen](#)

100% \$ % .0 .00 123 Roboto 14 B I S A ↻

Amber									
	A	B	C	D	E	F	G		
1	<b>Amber</b>	<b>MONTH 2 STUDENT TRACKER.</b> 3 Notation options available. Drop down option for first 2 columns. Typed response for the notes.							
2	<b>Student Name</b>	<b>Senior?</b>	<b>Week 1</b>	<b>Notes</b>		<b>Week 2</b>			
3	Ricky Abalos (IEP)	<input type="checkbox"/>	Sufficient work turned in			Sufficient work turned in			
4	Andrew Anderson	<input type="checkbox"/>							
5	Ashley Bean (IEP)	<input type="checkbox"/>	Sufficient work turned in	ed extra appointme	ed on math/issued more	Sufficient work turned in	Truancy letter sent	ntg sch	
6	Timothy Bercaw (IEP)	<input type="checkbox"/>	Sufficient work turned in	Call/email Parent		Sufficient work turned in	Truancy letter sent	d Sat-n	
7	Ernesto Bernabe (IEP) (ELL)	<input type="checkbox"/>	Sufficient work turned in	Call/email Parent		Sufficient work turned in	Call/email Parent		
8	Siebert Chohan (IEP)	<input type="checkbox"/>	Sufficient work turned in	ed extra appointme		Sufficient work turned in	Truancy letter sent		
9	Aiden Crawford	<input type="checkbox"/>	Sufficient work turned in			Sufficient work turned in		w	
10	Natalie Estrada	<input type="checkbox"/>							
11	Ezra Fajardo	<input type="checkbox"/>							
12	Autumn Farnham	<input type="checkbox"/>	Sufficient work turned in		(failed to get shots after				
13	Farrah Faulk (IEP)	<input type="checkbox"/>	Sufficient work turned in			Sufficient work turned in	Call/email Parent		
14	Rosa Felix	<input type="checkbox"/>	Sufficient work turned in			Sufficient work turned in			
15	Zoe "Nathan" Ford (IEP)	<input type="checkbox"/>	Sufficient work turned in			Sufficient work turned in			
16	Zackary Harsla (IEP)	<input type="checkbox"/>	Sufficient work turned in			Sufficient work turned in	Truancy letter sent	issu	
17	Maggie Hight	<input type="checkbox"/>	Sufficient work turned in			Sufficient work turned in		L03 H	
18	Davis Howard (18)	<input checked="" type="checkbox"/>	Sufficient work turned in			Sufficient work turned in	Truancy letter sent		
19	Chanel Hurley (18)	<input type="checkbox"/>	Sufficient work turned in		enrolled 7/31	Sufficient work turned in			

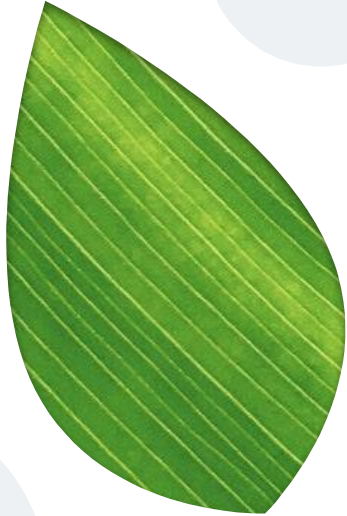
+ ☰ Amber Nan Becky Aline Scott



The logo for 'The Top Ten List' features the words 'THE', 'TOP TEN', and 'LIST' in a stylized font. 'THE' is in a small white box at the top. 'TOP TEN' is written in large, red, 3D block letters with a blue outline, set against a yellow oval background with a blue border. 'LIST' is in a small white box at the bottom. The entire logo is on a dark blue background.

**THE**  
**TOP TEN**  
**LIST**

# Top 10 Reasons why Trackers Rule!





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- 1. *Teachers can no longer say, “I have nothing to do”***





# Motivation Moment!

[Calling Home Strategies](#)



Thank You!





# Motivation Moment!

“Educators are the only people who lose sleep over

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“Educators are the only people who lose sleep over other people’s children.” - N. Ferroni

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“If a child can’t learn the way we teach, maybe we should teach the way they learn.”

“People don’t care how much you know, until they know how much you care.” - J. Maxwell





# Strategies

Here are the strategies





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# SCVVR Home Visit Protocol

1

## Requesting a Home Visit

Home Visit Requests may be made to the AP via Google Form after several attempts and months of Truancies.

As part of our Intervention Plan to reclaim our wayward students, Home Visits can be useful to: 1) Show our care and concern for the student, 2) Identify unknown needs and issues that Staff cannot see at the Center, 3) Send an Urgent Message to the parents of the severity of their student's lack of academic progress.

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Each Center will establish a Home Visit Team comprised of the AP + 1 (or Leadership + 1)

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## Follow Up

Staff will fill out the Follow up Spreadsheet. A few days after the visit, the Teacher will make a follow up call to check on progress.

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# Intervention Strategies

- Meeting with the student & parent. Recommend to do this early
- Meeting with the student, parent, & AP. Don't wait until weeks of MIA for this
- Change the appointment time
- Finding more accurate and reachable contact numbers and times.
- Create daily, weekly & monthly goals.
- Chunk packets into bitesize (DO-able) units





# Intervention Strategies

- Parent drops off and walks the student in
- Enroll in more SGI classes, if possible
- Have the student sit next to the teacher when they are in the Center
- Truancy letters require parent signature (Grad calc)
- Require weekly or bi-weekly check ins with the parent/guardian
- Placing the student and parent on the Remind Messaging System (if not already)