High School (9-12) Interventions

Central High School
Corinth
Grades: 9-12

Academic Interventions:

* Academic detentions
* Mandatory tutor periods
* Freshman team

Behavioral Interventions:

* Administrative detentions
* Teacher detentions
* Timeouts
* Behavioral contracts

Universal Screening Tools For Academics:

* MEA
* PSATs
* SATs
* Common Assessments

Universal Screening Tools For Behaviors:

* No universal screening for behavior as of yet
Narraguagus High School
Harrington
Grades: 9-12

**Academic Interventions:**

**Tier One**
* Academic intervention is two 45-minute learning labs per week in Math and Language Arts
* Also an after school tutoring program 2 nights a week with transportation provided-EdGE program

**Behavioral Interventions:**

**Tier Two**
* Behavior interventions are referred to the Student Assistance Team

**Universal Screening Tools For Academics:**

* NWEA testing twice a year is used for academic screening

**Universal Screening Tools For Behaviors:**

**Tier One**
* Detention and discipline records are used for behavior referrals
**High School (9-12) Interventions (continued)**

**Penobscot Valley High School**
Howland
Grades: 9-12

**Academic Interventions:**

* The school is just developing Tier I interventions. Teachers are either offering students additional assistance within class time, meeting with students during teacher's preparation periods for instruction, requesting students to attend after school sessions for academic assistance. If an assessment shows lack of understanding teachers are going back over the process before moving on. Students who have done poorly on an assignment may have the opportunity to redo the assignment.

**Behavioral Interventions:**

* The school is just developing Tier I interventions. The district is in the process of creating school-wide expectations that will be posted throughout the schools. These expectations will have a visible presence in all schools. The behavior tool has just been completed and data has not been collated and sorted as of this time.

**Universal Screening Tools For Academics:**

* Aims web for reading is being given to all students three times a year. This tool gives us the percentile rank/comparison as well as instructional recommendations for our students. This screening will give us information regarding our students reading ability.

**Universal Screening Tools For Behaviors:**

* Social Skills Improvement System is the screening tool used for behavior. This is done twice by the staff on each student in the building. The motivation to learn and the pro social behavior sections are used. It is an assessment tool to help determine which students can benefit most from social skills instruction.
High School (9-12) Interventions (continued)

Lewiston High School
Lewiston
Grades: 9-12

Academic Interventions:

* Plato distance education (day, after school and summer)
* Academic course recovery: PM School (afternoons)
* Academic course recovery: summer school
* Evening Academy: Asynchronous courses
* Writing Lab (literacy support); Think-Read (literacy support)
* Academic support lab (day): student needs based
* Academic support lab (evenings): student needs based
* L.E.A.P.: After school homework help and tutoring
* Every day math: Algebra & Geometry (time and support)
* Peer tutoring
* Homework help (ELL): after school
* Third semester option: summer credit option (seniors)
* Teaming: grades 9 and 10
* Flex: mandatory, content specific study grades 9 and 10

Behavioral Interventions:

Tier One
* Weekly attendance monitoring

Tier Two
* Bry’s Model mentoring support (one to one)
* Sophomore Intervention (one to one)

Tier Three
* Managed / modified study
* Risk Assessment Procedures

Tier Two and Three
* Home-School Coordinators

Universal Screening Tools For Academics:

* Grade 8 Profile: Test scores, attendance, discipline
* NWEA assessments of progress and growth (9 and 10)
* PSAT/SAT
* Think-Read assessment/Writing Prompts
* Common Assessments (mid-terms and finals)
Machias Memorial High School
Machias
Grades: 9-12

Academic Interventions:

* We have Math and Lit Labs instead of Study Halls – These give Math and LA help to the students.
* We have an after school assisted study time 4 days a week to help students.
* We set-up Peer tutors and college tutors

Behavioral Interventions:

* Each student has a Home Base in which they interact with a staff member every day.

Universal Screening Tools For Academics:

* We are beginning with the NWEA testing for students this year.
High School (9-12) Interventions (continued)

Madison Area Memorial High School
Madison
Grades: 9-12

**Academic Interventions:**

* Reading class – 9th grade students (2)
* Pre-Algebra – 9th grade students (2)
* JMG – (2)

**Behavioral Interventions:**

* JMG (2)

**Universal Screening Tools For Academics:**

* NWEA
* MEA
* Progress Reports

**Universal Screening Tools For Behaviors:**

* Discipline referrals
* Attendance
Lake Region High School
Naples
Grades: 9-12

**Academic Interventions:**

**Tier One**
* Teacher extra help after school – 3 days a week, extra help study halls

**Tier Two**
* Academic obligations – students must successfully complete standards assessments or stay after to do so.

**Tier Three**
* SAT, parent meeting – student contract, class removal process, make up of units not completed during summer school, standards credit option – may fail the course with a numerical grade but earn a P (credit) if all standards assessments are completed.

**Behavioral Interventions:**

* Traditional – expulsion, suspension, detention, community service not tiered at this point – working on PBIS

**Universal Screening Tools For Academics:**

* NWEA scores – reading, math
* Grades – failures
* Disciplinary records
Presque Isle High School
Presque Isle
Grades: 9-12

Academic Interventions:

Tier One

* Staff meetings are called with all teachers of a particular student as soon as one of the teachers identifies that the student is having difficulties. Parents are informed and there is an attempt to have all stakeholders work together through extra instruction before or after school, peer tutoring and the support of the parents at home.

* Results of NWEA testing are used to identify students who may not be working up to grade level. That combined with information from the middle school helps determine whether the student needs a more intense English or math and the student is placed accordingly.

Tier Two

* Referral for testing to determine specific weaknesses.

Tier Three

* Referral to special ed.

Behavioral Interventions:

Several persons attended a PBIS workshop in December but have chosen, at this level, not to presently go in that direction. We have somewhat of a procedure in place but it may not be what we will eventually go with.

Tier One

* Faculty member deals with problems in the classroom by having after school detentions which affords the student and teacher the time to discuss possible solutions.
Tier Two

* Referral to the office where student may receive detentions ranging from 15-minutes to 3-hours on a Saturday. There is also in-school suspension. When a student is referred to the office he/she must make out a paper explaining what happened and how it could have been handled differently. He/she and the assistant principal discuss the situation. Parents are also notified and brought in for the discussion if the situation is deemed serious. Students are also referred to the social worker to work on his/her behavior issues.

Tier Three

* Out of school suspension or expulsion depending on the seriousness of the situation. This always involves the parents, school safety officer, assistant principal, student, and often the social worker or psychologist. The purpose of these meetings is to reintegrate the student in a manner that will be safe for all students and not be a detriment to the school environment.

Universal Screening Tools For Academics:

* All grade nine students are given the NWEA two – three times each year. This is used as a screening tool for weaknesses as students enter high school. We also communicate with the middle school and are given a list of students that may be at risk of failing.

Universal Screening Tools For Behaviors:

* None for behavior.
High School (9-12) Interventions (continued)

Mountain Valley High School
Rumford
Grades: 9-12

Academic Interventions:

* Peer Tutoring
* Gear-Up Tutoring
* After School Tutoring
* 9th Grade literacy course
* Title I

Universal Screening Tools For Academics:

* We use the NWEA as a screening tool along with our ineligible list.
High School (9-12) Interventions (continued)

Marshwood High School
South Berwick
Grades: 9-12

Academic Interventions:

* Help Central
* Teacher Intervention Action Plan
* Learning Center
* IC Data System – parent portal
* Quarterly meeting with guidance counselor (w/multiple failures)
* All students meet with guidance at least once/year
* RTI Process
* 504
* Special Services
* Library open before & after school

Behavioral Interventions:

* Teacher Intervention Action Plan
* Discipline Code – detention, suspensions
* Parental Involvement
* Wellness Counselor
* Wellness Cabinet programs
* RTI process
* 504
* Special Services

Universal Screening Tools For Academics:

* NECAPS
* District Intervention tracking
* Learning profiles
* PSAT
* SAT
* Discipline Data
* Surveys (MyDAUS)
* 4 year plans
* Career projects
* Freshmen interviews
* Advisory program
* Comprehensive Guidance services
High School (9-12) Interventions (continued)

Oxford Hills Comprehensive High School
South Paris
Grades: 9-12

Academic Interventions:

* 9th – Intervention Math course in Algebra I, meets every day, 1st semester focuses on improving basic skills, 2nd semester is Algebra I
* 9th – Literacy class / 10-12th – Reading class.
* Special education students in mainstreamed classes. Case manager in room for in-class support. Enrolled in Essential Skills Development class to work on IEP goals.
* 9-12th – Intervention Labs with core content area teachers in place of study hall. Mandatory if failing a standard.
* After School Intervention Program February 22-April 16 to help students make up missing or failing work from 1st semester.
* Literacy specialist coordinates books and works with all content areas to increase use of literacy strategies.
* PLG focused on best practices for struggling lower socioeconomic readers
* Math department incorporated SAT questions into courses.

Behavioral Interventions:

* Attendance squad works with parents and students when absences reach 3 days/quarter
* All courses use a Behaviors that Supports Learning rubric that counts as 10% of grade (Respectful Citizen, Responsible Choices, Active Learner, Work Ethic)

Universal Screening Tools For Academics:

* DRA, MEA, NWEA, PSAT, SAT, course grades, attendance, monthly discipline report.
* NWEA given to all 9th and 10th graders, fall and spring. All incoming freshmen below 8th grade reading level enrolled in Literacy class (in addition to their English class). 72 freshmen with lowest math scores enrolled in Intervention Math.
High School (9-12) Interventions (continued)

South Portland High School
South Portland
Grades:  9-12

Academic Interventions:

1. **RTI for students on freshman and sophomore teams (all three levels):** Students enter a level one process of classroom interventions and then the teams move into level two and level three as needed. Levels two and three involve teacher comebacks, assignment to Learning Lab, schedule adjustments, consideration of 504 and various other interventions.

2. **At-Risk Ed Tech to work individually (Levels two and three):** An Ed Tech meets individually with students, gathers missing work from teachers and tutors students during their workshops (study halls) in content area classes and organization. This Ed Tech also follows up on truancy cases and becomes part of a re-entry plan for students who have been out of school for an extended period of time.

3. **Learning Lab (level one):** A classroom that students can go to (or be assigned to) during study halls. There is a certified math teacher and an Ed Tech qualified to support students in English and Social Studies available. Students receive support for content area classes.

4. **Essentials Classes (level three):** Companion classes in math, English, biology and American history, these classes are in addition to the student’s core class and provide direct pre-teaching as well as work completion and individualized support for the content class.

5. **Credit Recovery (level three):** Freshman and sophomore students who fail a class for the first semester are given an opportunity to make up the credit by entering into a contract for work completion and revision. Teachers supervise students in this effort throughout third quarter and can adjust the grade to a 70 if the student completes the assigned work.

6. **Learning Alternatives (levels two and three):** Students apply to enter Learning Alternatives classes in Health, Math, Ecology, English and Social Studies. These classes are within the school and offer a lower student/teacher ratio as well as a more alternative curriculum.

Behavioral Interventions:

1. **Off Campus (level three):** Students attend a school off campus from the high school. This school has three teachers and several ed techs. Students receive intensive behavior interventions as well as lower student/teacher ratio and alternative curriculum.
2. **Behavior Contracts (levels two and three):** Students may enter into behavior contracts with the AP’s office if behavior is significantly interfering with the student’s ability to be successful at school.

3. **Intensive Parent-Teacher-Admin Meetings (levels two and three):** When behavior issues begin to interfere with student academic achievement, admin engages in an intensive effort to work with families on problem-solving. This may involve any of the above interventions, schedule changes, consideration of 504 or special education, etc.

**Universal Screening Tools For Academics:**

* Although we use NWEAs, grades and attendance, there are no universal screening tools in use at this time.
High School (9-12) Interventions (continued)

Bonny Eagle High School
Standish
Grades: 9-12

Academic Interventions:

Tier One
* Peer Helpers
* Study Centers
* Classroom Differentiation
  a. literacy/math strategies
  b. alternative assignments
  c. preferential seating
  d. other
* Honors Challenge
* After-School support (study centers, teacher help, library)
* Agenda Books

Progress Monitor 2-6 Week Intervals

* Classroom Teacher
* S.A.T.
* Team Leaders

Tier Two
* Academic Tutoring
* Math, ELA, and Science Labs
* FAME, FAME Plus, Reading Navigator
* Weekly Progress Reports
* Truancy interventions

Progress Monitor 2-4 Week Intervals

* Office Referrals
* Detentions
* Suspensions
* Parent Contact Frequency
* S.A.T./Teachers/Administration/Team Leaders

Tier Three
* Hollis Learning Center
* Special Education and/or 504 Referrals
* Job Corps

Progress Monitor 1-2 Weeks Intervals

* Office Referrals
* Suspensions
* Restraint Reports
Behavioral Interventions:

Tier One
* Athletic/Main Office Student Assistant
* Peer helpers
* Agenda book
* Meet with students
* Meet with parents
* Parent Portal
* Teacher Watch
* Contact with parents (phone, email, conferences)
* Positive recognition (letter, token systems, team events, gift cards)
* Advisory/Homebase and PLPs

Progress Monitor

* Classroom Teacher

Tier Two
* Develop action plans and behavior contracts
* Administrative meetings and behavior contracts
* Attendance Appeals Meetings
* Truancy letters/Intervention
* OSS Re-entry meetings
* ISS reflection sheets
* Referral to Social Work (group and/or individual)
* Guidance (counseling groups, substance abuse, addiction, anger management)

Progress Monitor 2-4 Week Intervals

* Office Referrals
* Detentions
* Suspensions
* Parent Contact Frequency
* S.A.T./Teachers/Administration/Team Leaders

Tier Three
* School Board Expulsion/Re-entry hearings
* Guidance referrals to outside support services (Youth Alternatives, Spring Harbor, Crisis Intervention, Counselors in the community, Day One)

Progress Monitor 1-2 Week Intervals

* Office Referrals
* Suspensions
Bonny Eagle High School
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* Restraint Reports
* Incident Reports
* Charted Behavior
* Administration/Guidance

Universal Screening Tools For Academics:

Tier One
* Student Assistants
* Peer Helpers
* Literacy strategies
* Agenda books
* Study Centers
* Honors Challenges
* Differentiation
* Alternative assignments
* After-School Support with teachers, in library, study centers

Tier Two
* Peer mentoring
* Labs (math, science)
* FAME
* Reading Navigator
* Weekly Progress Reports
* Differentiation
* ISS/OSS Reflections
* Truancy letters
* Attendance intervention
* Modified assignments
* Guidance (counseling groups, substances, anger management)

Universal Screening Tools For Behaviors:

Tier One
* Agenda books
* Meeting with students
* Communication with parents (email, meetings)
* Parent Portal
* Teacher Watch
* Positive Recognition
* Advisory/Homebase
* 9th Grade Transition Watch
* Activities and athletics
Tier Two

* Action Plans
* Behavior Contracts
* Administrative Meetings
* Attendance Appeals
* ISS/OSS Reflections
* Referrals to social worker and outside services
* SRO
* Meeting with parents/guardians
High School (9-12) Interventions (continued)

Leavitt Area High School
Turner
Grades: 9-12

Academic Interventions:

Tier One/Two
* Guided Study Hall

Tier Two
* Literacy Lab
* Math Foundations (A double dose of math for struggling incoming ninth graders)

Behavioral Interventions:

* Difficult for me to state anything that is particularly systemic… most interventions for behavior are individualized at classroom or administrative level. Behavioral plans and the like.

* Our advisory period is a clearinghouse for behavioral expectations.

Universal Screening Tools For Academics:

* NWEA
* DRA
Waldo County Technical Center, Region #7
Waldo
Grades: 9-12

**Academic Interventions:**

* Numeracy instruction in mathematical issues, direct program instruction as well as audits.
* Literacy – instruction works with programs to establish between understanding – specific to programs.

**Behavioral Interventions:**

* Cooperative discussion between Center and Partner Schools regarding students
* Removal from Center in-house at partner school