

Meeting the Diverse Needs of **ALL** Students in the North Point High School Community

Schoolwide In-Service Presentation

North Point High School

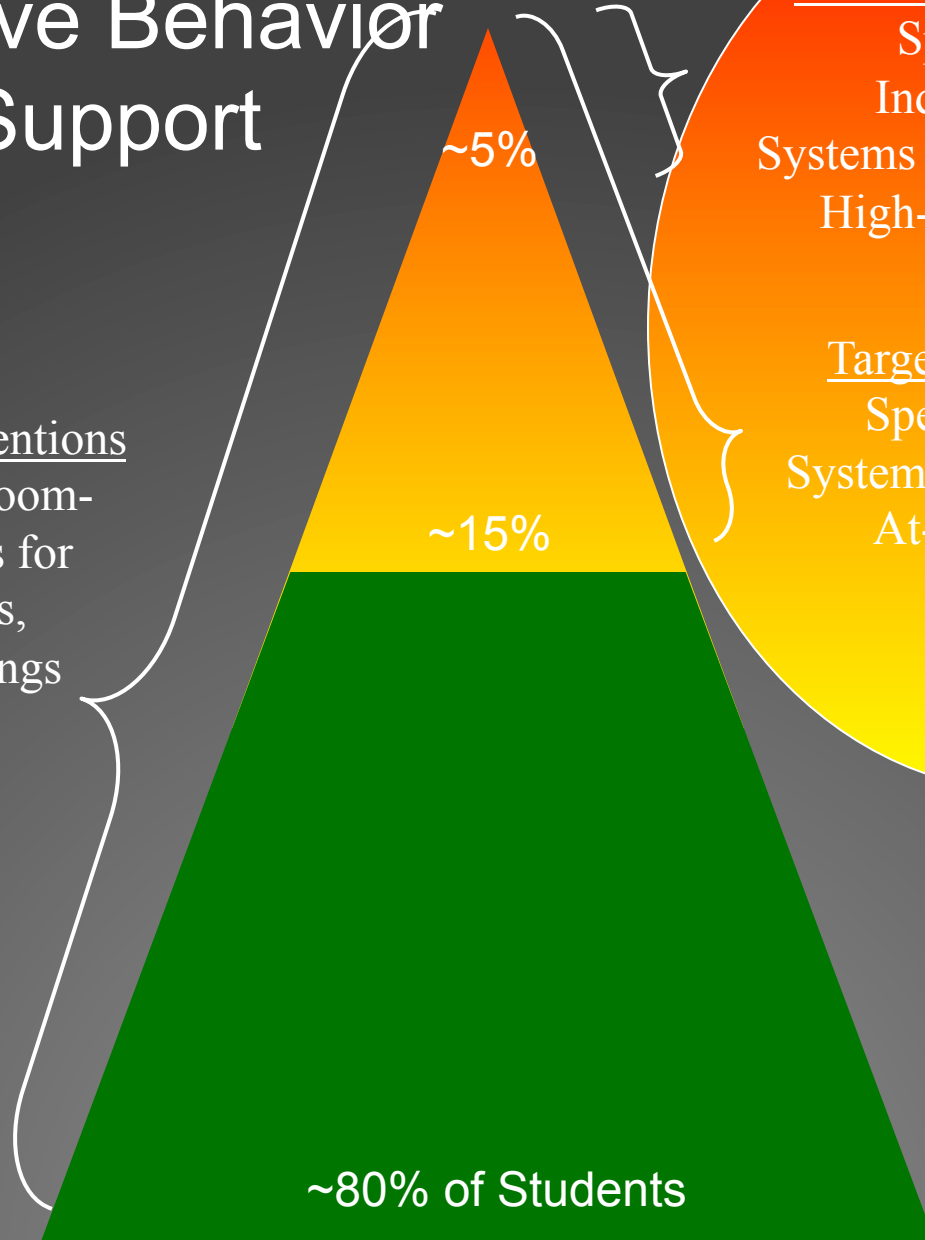
January 24, 2012

TODAY'S OBJECTIVES

- ▶ **After today's in-service, staff members at NPHS will:**
 - ▶ Be able to explain the concept of “tiered logic” and apply the concept in working with students.
 - ▶ Be able to refer students to appropriate interventions by understanding interventions which are available as well as entrance-criteria to those programs.
 - ▶ Consider various student needs and ways which the school community can support all students.
 - ▶ Be able to define PBIS, explain how it functions in the school community, and apply universal interventions within individual classrooms and various school settings.

School-Wide Positive Behavior Support

Universal Interventions
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Intensive Interventions
Specialized
Individualized
Systems for Students with
High-Risk Behavior

Targeted Interventions
Specialized Group
Systems for Students with
At-Risk Behavior

SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS:

Academic Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

80-90%

- All students
- Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

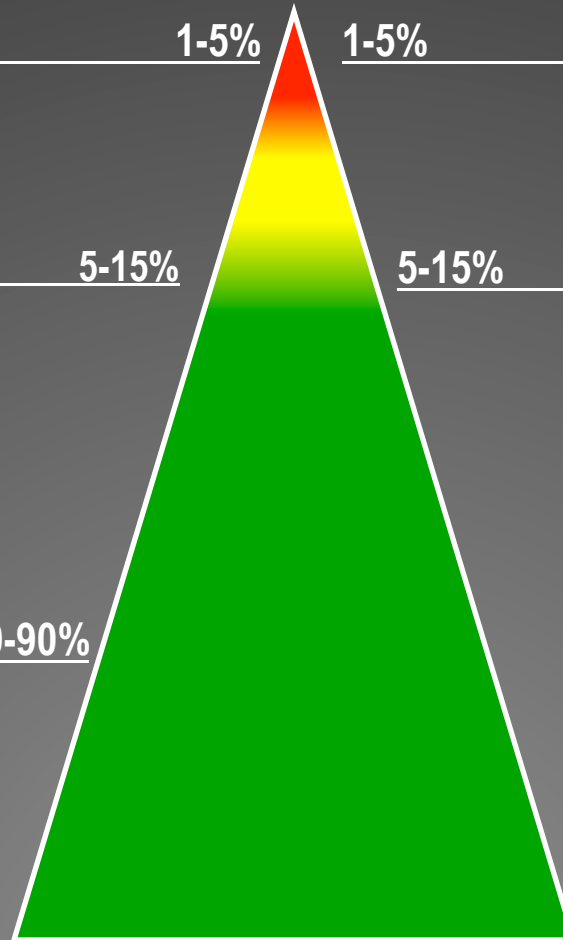
5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80-90%

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



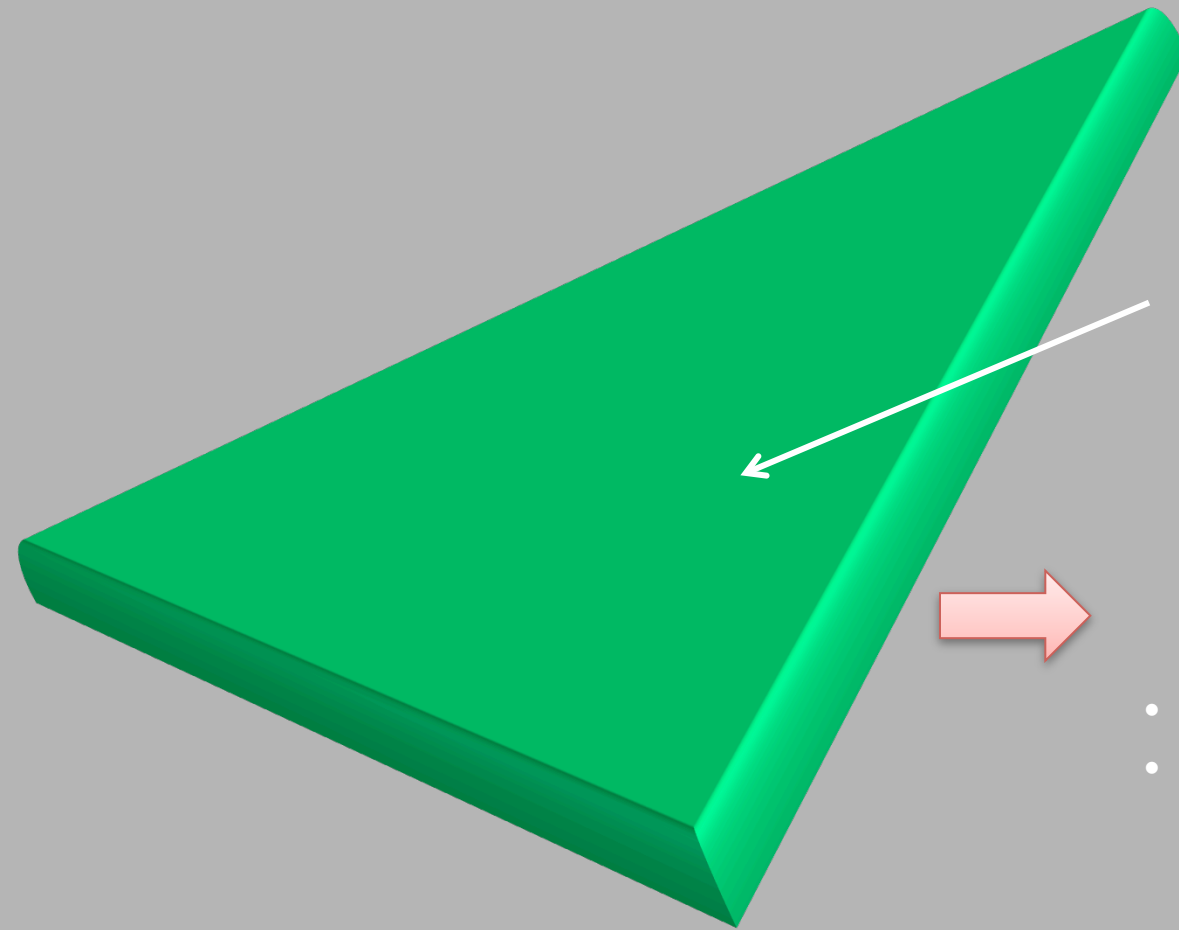
TIER I: Universal- 80% of Students

*For Approx. 80% of Students
(1760 NPHS Students)*

TIER 1: Universal

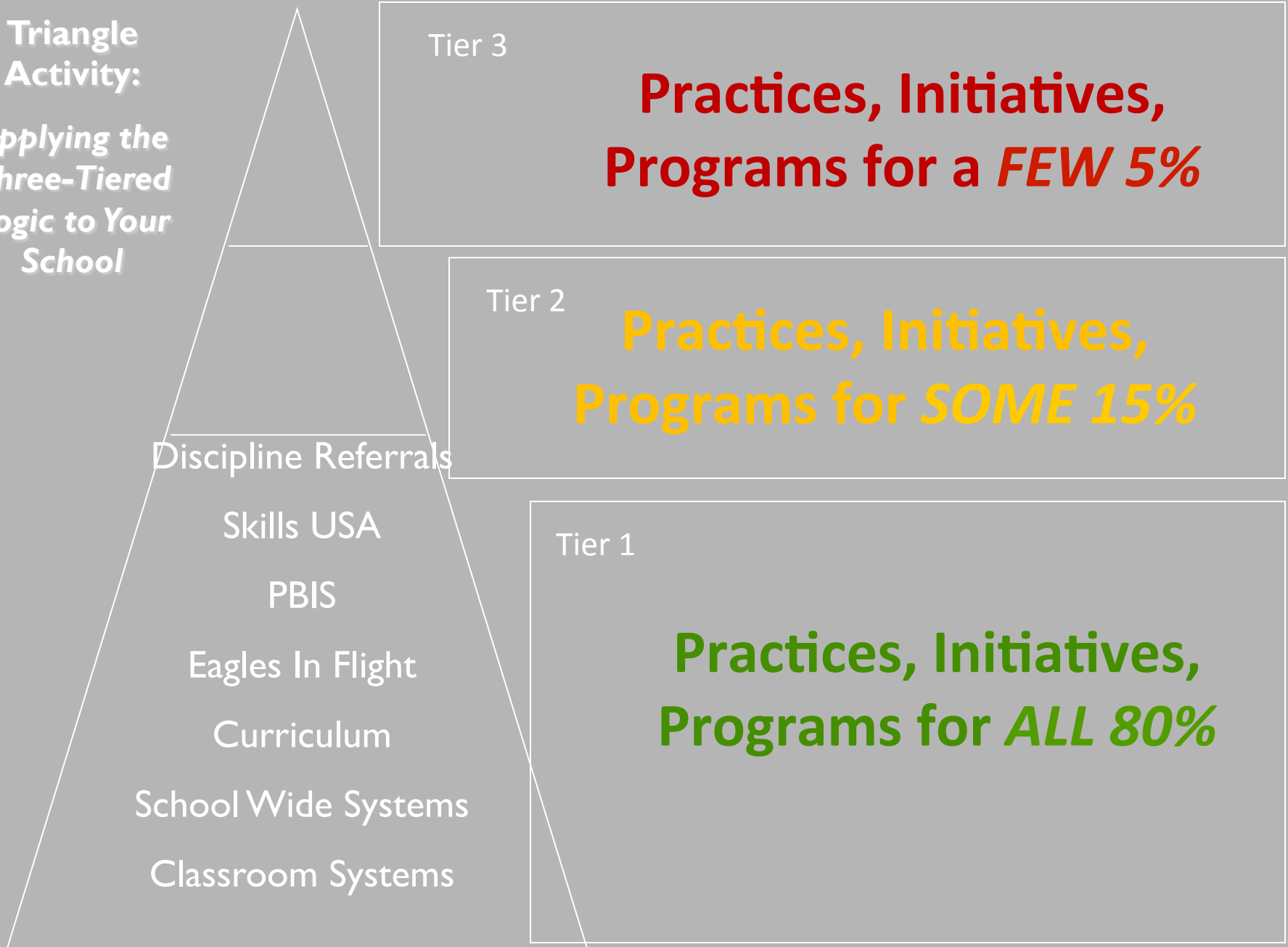
Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

- Preventative.
- proactive.



**Triangle
Activity:**

**Applying the
Three-Tiered
Logic to Your
School**



TIER II: Supplemental, Targeted – 15%

*For approx. 15% of students
(330 NPHS Students)*

TIER 1: Universal

+

TIER 2: Supplemental/Targeted

- Provides more intensive supports to SOME students.
- Implemented within 5 days.
- Staff trained.
- Coordinator exists.
- Similar for all students in program.

**Triangle
Activity:**

**Applying the
Three-Tiered
Logic to Your
School**

GRADS
STARS
CICO
MID DAY MINGLE
BEHAVIOR
CONTRACT

Tier 3

**Practices, Initiatives,
Programs for a *FEW* 5%**

Tier 2

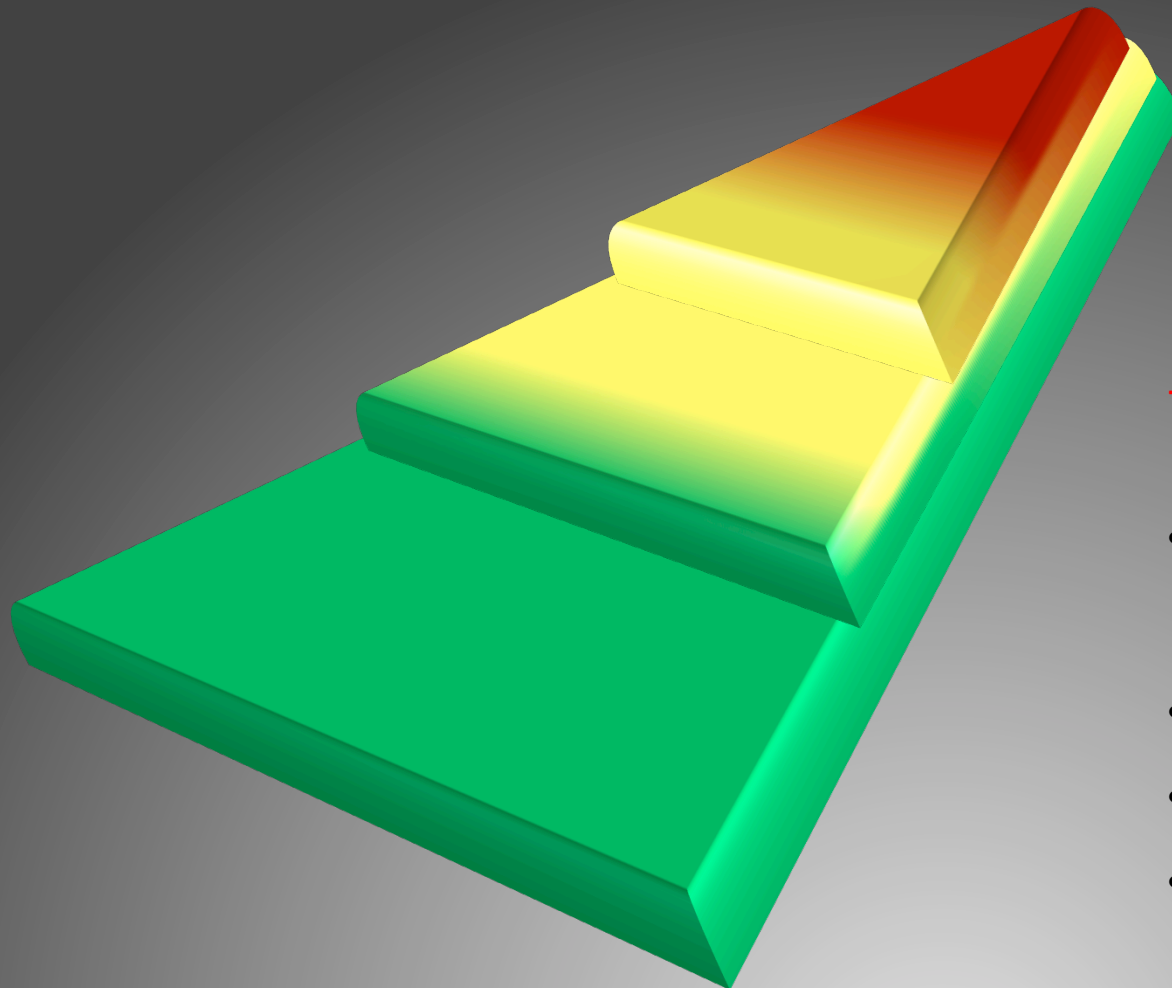
**Practices, Initiatives,
Programs for *SOME* 15%**

Tier 1

**Practices, Initiatives,
Programs for *ALL* 80%**

TIER III: *Intensive, Individualized*

*For Approx 5% of Students
(110 of NPHS Students)*



TIER 1: Universal

+

TIER 2: Supplemental- Targeted

+

TIER 3: Intensive Individual Instruction

- A small number of students who are at high risk.
- Highly individualized.
- Costly.
- Time Consuming.

**Applying the
Three-Tiered
Logic to Your
School**

EA
IEP/504
FBA/BIP
Check &
Connect
SUPPLEMENTAL
READING

Tier 3

**Practices, Initiatives,
Programs for a *FEW* 5%**

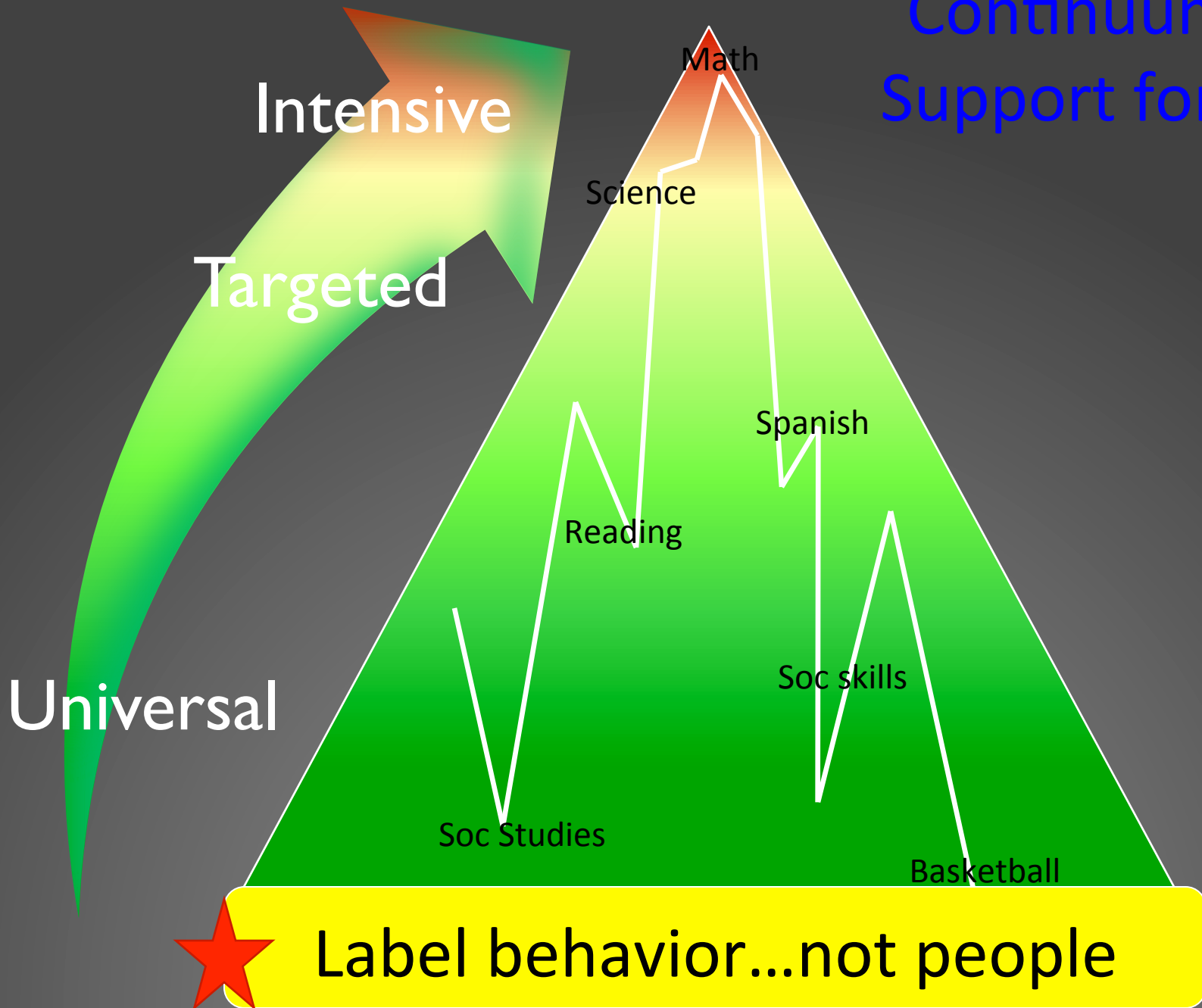
Tier 2

**Practices, Initiatives,
Programs for *SOME* 15%**

Tier 1

**Practices, Initiatives,
Programs for *ALL* 80%**

Continuum of Support for ALL



STUDENT SUPPORT TEAM (SST)

- ▶ **Mission**: To develop support/intervention plans to improve student character and achievement at school that helps prepare them for the future.
- ▶ SST addresses academic, social, emotional or behavioral concerns.
 - ▶ The SST reviews concerns from medical and attendance problems to suspected drug or alcohol use to social/emotional concerns to poor academic performance.
- ▶ Any ***general education student*** who might benefit from additional supports can be referred to SST.

SST, CONTINUED

- ▶ **HOW** – Teachers, staff, and/or parents can refer students by filling out an SST data collection form (found in the staff handbook or on the G drive) and giving it to the student's school counselor.
- ▶ **WHAT** – SST members create individualized intervention plans that may include a variety of supports such as:
 - ▶ Check-In, Check-Out (CICO) or Check & Connect
 - ▶ GRADS
 - ▶ Mandatory NEST Contract/Assignment
 - ▶ Classroom modifications
 - ▶ Daily check sheets
 - ▶ Attendance contracts
 - ▶ Recommendations to attend certain school groups

PEER MEDIATION

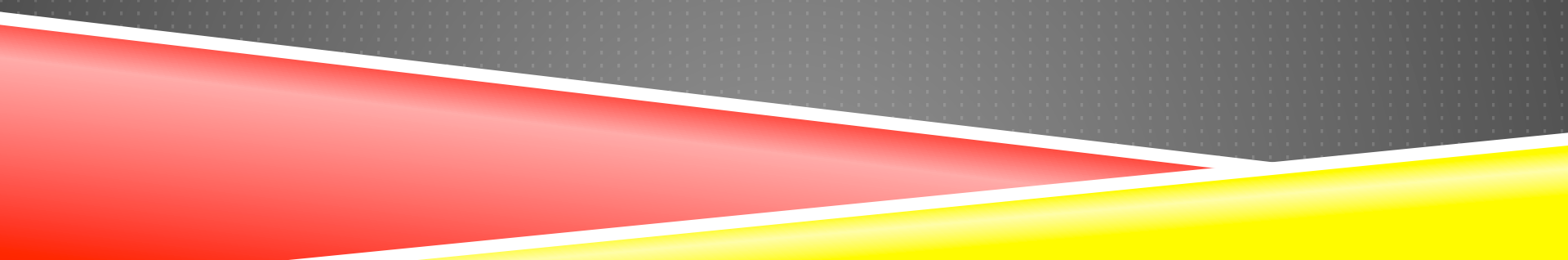
- ▶ **OVERVIEW** - Peer mediation is both a program and a process to help students (*disputants*) talk about their conflict with a person who is not involved. This person is a neutral third party, called a *mediator*.
- ▶ **WHAT** –The program helps students who are experiencing the following problems:

Argument	Personal Property
Personal Space Intrusion	Friendship
Teasing	Rumor/Gossip
Potential Bullying/Harassment	Name Calling

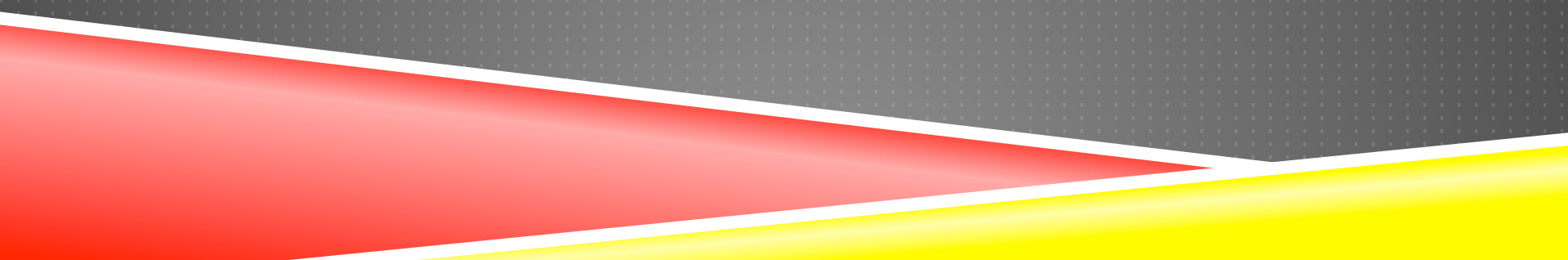
PEER MEDIATION

- ▶ **WHO** – The program is open to all students in grades 9–12. The process is **voluntary** for both sides; disputants cannot be forced to attend mediation. They must choose to participate. The mediators are students in grades 10 – 12. The students participate in a month long training.
- ▶ **HOW** – A **referral form** must be completed. Referrals can be made by students, administrators, teachers, staff, and SRO.
- ▶ **WHEN** – Mediations take place every **Tuesday & Thursday** during the **1st half of NEST** in room **219**. Students will receive a written notice with the date of their scheduled mediation.

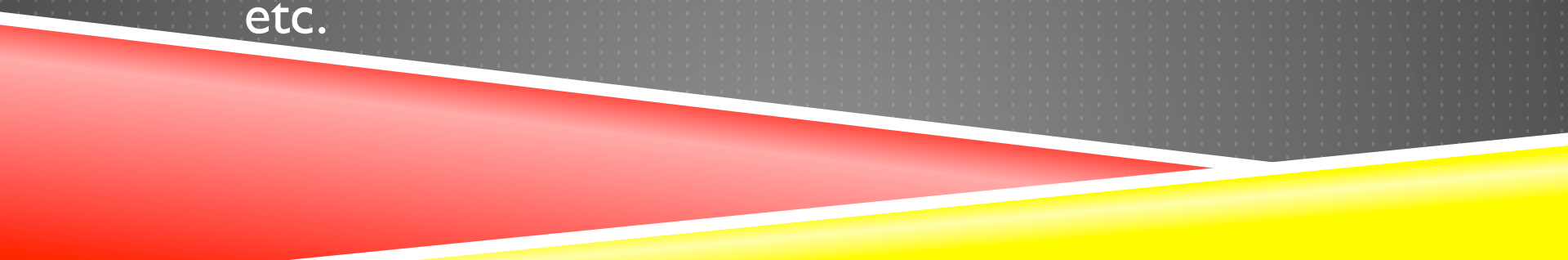
BOTVIN LIFE SKILLS TRAINING

- ▶ Botvin *LifeSkills Training* (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors.
 - ▶ This will start off as a Tier I program and will correlate with the MSDE Health curriculum. After being put into place, small group sessions (Tier II) will be designed to work with any students who continue to struggle with decision making.
 - ▶ This program is currently in development at NPHS through the MDS3 grant.
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GRADS

- ▶ GRADS stands for “Growing Responsibility, Academics, and Discipline for Success” and is aimed at students who struggle academically for a variety of reasons.
 - ▶ Students who are in 9th grade (repeating or 1st time) or who are in 10th grade and are repeating some 9th grade classes and who have 4 D’s or F’s are eligible for the program.
 - ▶ Students are invited to join the group and decide to join the program by choice.
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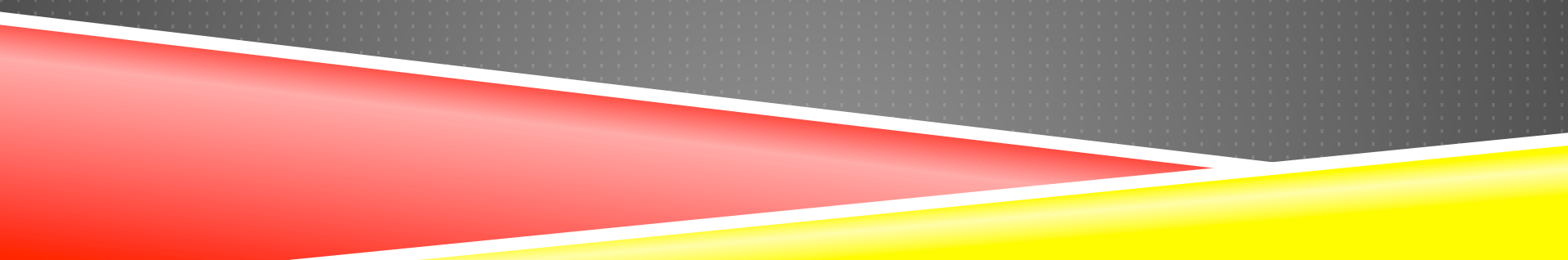
GRADS - MEETINGS

- ▶ At weekly NEST meetings, students in GRADS:
 - ▶ Meet with a mentor teacher and a small group of peers.
 - ▶ Work on setting short term, measurable goals (“Do all Science Homework this week” and not “Get better grades.”) and discuss the previous week’s successes or “needs improvement.”
 - ▶ Discuss a very brief lesson on topics such as study skills, study habits, avoiding conflict or distraction in the classroom, test-taking skills, time management, etc.
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CHECK-IN/CHECK-OUT (CICO)

- ▶ Designed as an EARLY intervention for students starting to exhibit behavioral issues or those transitioning back into the normal school flow.
- ▶ Intended for students who **display attention-seeking behaviors**. They may have academic difficulties, be disengaged in class/school, and may be a repeated moderate disruption in class.
- ▶ Teachers can identify students and refer them via a CICO Referral form on the G: drive or via SST.
- ▶ Parents buy into the program and review daily progress.
- ▶ Student/Mentor relationship established. Goals established, Daily sheets used to track success, rewards offered for achieving goals. Goal is that after ~6 weeks of modeling successful behavior the student is transitioned off daily sheets and the daily mentor relationship is lessened.

CICO – DAILY LOOK

- ▶ The student sees the mentor each morning and receives a check sheet.
 - ▶ The check sheet is shared with each teacher throughout the day. The teachers post **specific, positive feedback** daily. A number rating scale is used to provide feedback on “needs improvement” areas.
 - ▶ The student sees the mentor in the afternoon and reviews the day’s numbers and progress. Trouble areas are discussed/troubleshooting occurs.
 - ▶ The student takes the day’s sheet home for parent review.
 - ▶ The next morning, the student brings the parent-signed sheet back for the mentor to review.
 - ▶ As the student meets with success, goals are set and rewards are offered.
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CHECK AND CONNECT

- ▶ A one on one mentoring program for students at risk of dropping out.
- ▶ Check & Connect is most targeted at students with attendance issues and lack of interest in school. Check & Connect is a **student engagement program**.
- ▶ To be eligible for consideration for Check & Connect, students must have:
 - ▶ 5 or more tardies to school per month
 - ▶ 3 or more absences per month OR 3 or more instances of cutting class per month
 - ▶ Any combination of 4 or more D's and F's
 - ▶ Underclassman (non-senior) student
- ▶ Mentors spend a minimum of one hour a week with their mentee. This is a two year commitment between the student and mentor.

MIDDAY MINGLE

- ▶ The mission of the program is to create opportunities for young women to be responsible, respectable, and productive members in their community, while providing a positive, safe, and caring environment that encourages openness and acceptance for youth to grow, share, and learn.
- ▶ Furthermore, we will;
 - ▶ Help youth become emotionally healthy young women through programs that teach the importance of self confidence, effective communication, and building positive relationships.
 - ▶ Encourage girls to attend college or obtain advanced technical training that will develop skills that prepare them for the future.
 - ▶ Provide an environment that allows youth to have new experiences which foster creativity, build problem solving skills, and offer tools that will allow them to be role models and leaders among their family, friends and peers.
- ▶ Eligibility: Young ladies are referred by SST.

MIDDAY MINGLE - MEETINGS

- ▶ **Discussion topics include** Self-Esteem, Character, Communication, Healthy Relationships, and Career and Future Goals
- ▶ Meetings are held 1 time a week during the 2nd half of NEST on Wednesday for 8 weeks.
- ▶ At the end of each session, a graduation will be held and the young ladies will receive certificates of completion.
- ▶ A program graduate will be invited to help in other sessions to mentor new members.

Young Men of Distinction

Mission

To empower, encourage, instill positive values, embrace life lessons, focus on tomorrow and share knowledge with others (peers).

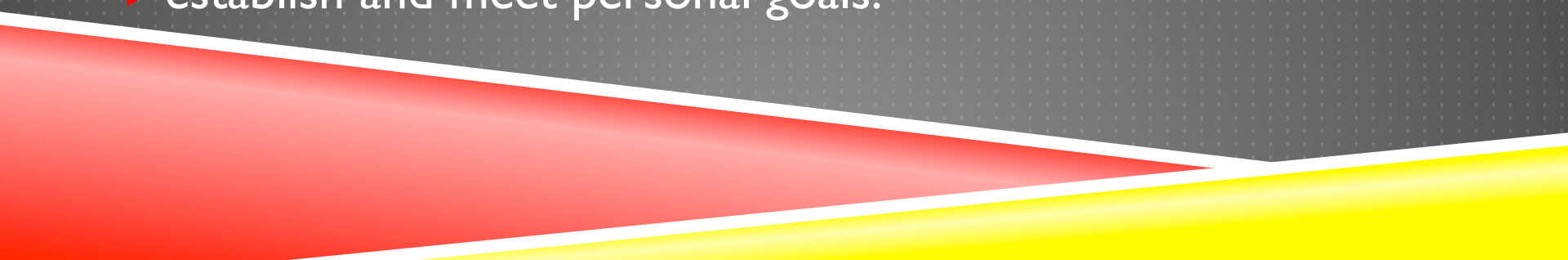


Young Women of Discernment

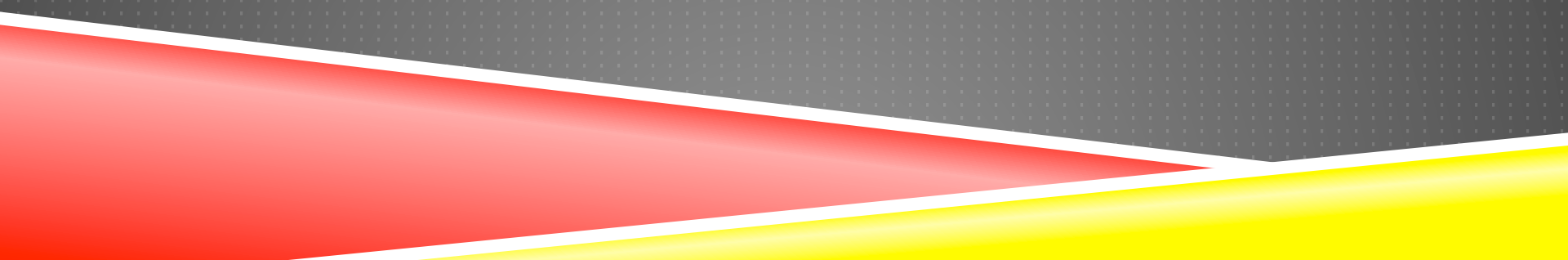
Mission

To provide a safe environment in order to inspire, motivate and empower young women to discern life's challenges and make wise decisions.

CRITERIA

- ▶ All students who are in need of additional long-term guidance and / or mentoring are eligible; initial groups are made via recommendations from peers, teachers and administration.
 - ▶ Group size must be kept to a manageable level in order to insure confidentiality and cohesion.
 - ▶ Students are required to:
 - ▶ respect group members and adult sponsors,
 - ▶ adhere to the confidentiality agreement,
 - ▶ memorize mission statement, and
 - ▶ establish and meet personal goals.
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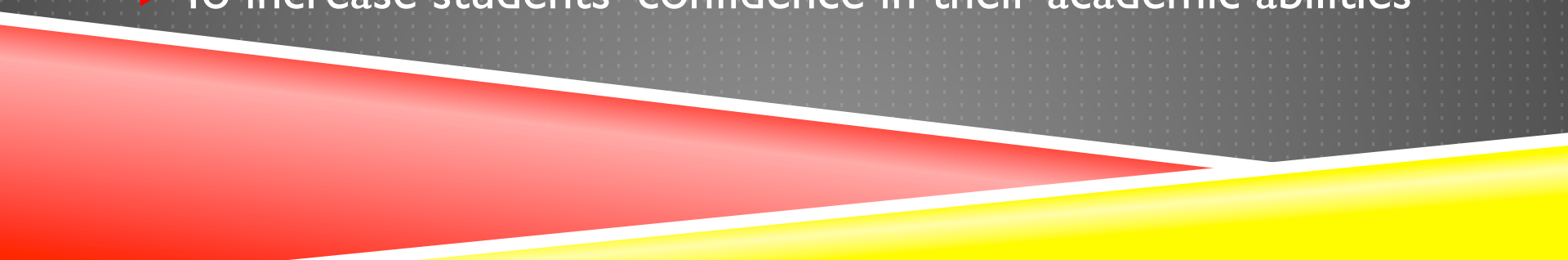
DIVERSITY CLUB

- ▶ The aim of this club is to discuss and learn about various issues surrounding culture. The goal is to help students feel more comfortable dealing with various diversity issues through education and action.
 - ▶ WHAT – We are working together to better understand the diverse cultures of our school in order to create a understanding and tolerance.
 - ▶ WHO – Anyone is welcome to be a part of this club. The ultimate goal is to have a group large enough to fill the gym.
 - ▶ HOW – Eligibility requirements – Just show up and be willing to step outside the box.
 - ▶ WHAT – We discuss current events, learn about our cultures and who we are. We learn to tackle issues and allow students the place to openly discuss issues or concerns.
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S.T.A.R.S.

STUDENTS TARGETING ACADEMIC RIGOR WITH SUCCESS

▶ Program Goals

- ▶ To challenge, support and inspire students to achieve academic success in advanced level courses in high school
 - ▶ To develop academic behaviors for effective studying
 - ▶ To provide support and scaffolding in advanced level courses
 - ▶ To create and promote a college-ready culture
 - ▶ To provide assistance and guidance as students apply to a college or university
 - ▶ To increase students' confidence in their academic abilities
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ISSUES ADDRESSED ...

- ▶ Generally, “middle of the road” or average students are pushed beyond their academic “comfort zones” to participate in a highly rigorous course of study in high school
- ▶ With strong academic advocacy and support, students are expected to succeed in courses they may have considered “beyond their level”



INTERVENTION TARGETS:

- ▶ STARS is intended to provide academic opportunities to rising 9th graders who meet most of the following criteria:
 - ▶ Successful on reading and Algebra I assessments
 - ▶ Economically disadvantaged
 - ▶ Minority
 - ▶ First generation college
 - ▶ From a single parent family household



WHAT STARS PROVIDES...

Student Support

- ▶ School-based advocate
- ▶ Supportive academic teachers
- ▶ Cohort placement for core subjects in grade 9
- ▶ Promotion of study strategies
- ▶ Tutoring




STUDENTS ALSO RECEIVE...

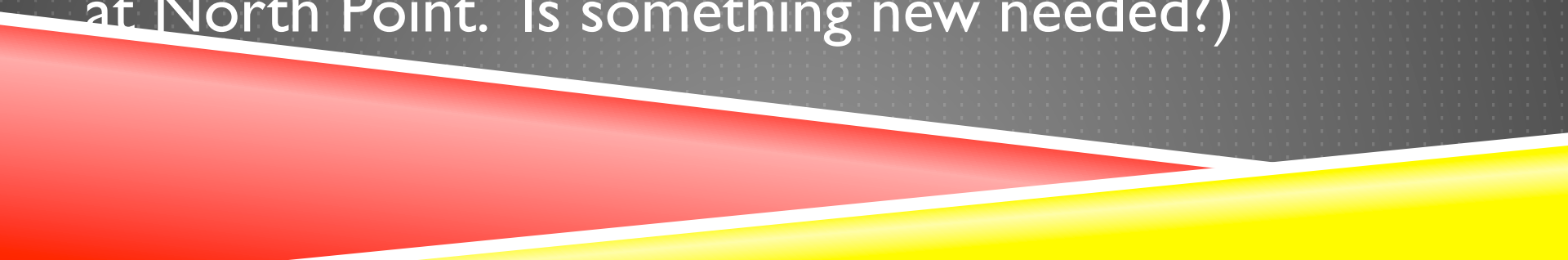
- ▶ Summer opportunities
- ▶ High stakes test preparation
- ▶ Field trips, college visits
- ▶ Support navigating the college application process



CASE STUDIES ACTIVITY

- ▶ Real students – the profiles in front of each group are real students currently enrolled at NPHS (with sensitive information removed to protect student identities).
 - ▶ Each group should:
 - ▶ Discuss the profile of the given student
 - ▶ Answer the guiding questions provided using specific data components provided to support the recommendations for each student.
 - ▶ Choose one person willing to share with the group key thoughts, findings, and suggestions.
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GUIDING QUESTIONS

- ▶ “What could I, as an individual staff member, do to help this student be successful?” (Consider both if the student were in your class as well as not in your class.)
 - ▶ “What could WE, as a school community, do to help this student be successful?”
 - ▶ “What programs, interventions, services, or supports might help this student to be more successful?” (These can be things that may not yet exist at North Point. Is something new needed?)
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CLOSING THOUGHTS – CHOOSE ONE

▶ Choose one:

- ▶ What barriers exist for us, as a staff, in helping students with various barriers to success?
- ▶ What barriers may exist to us, as individuals, in helping students with various problems?
- ▶ How are universal supports an important part of the school community?
- ▶ How can we best work as a school community to eliminate barriers so that **ALL CHILDREN** find success at NPHS?
- ▶ Everyone answer: What are you thinking as you leave today's session?