



"The DuFour 4"

VSW

AIW

9

Differentiation

Learning for All

Standards-Based
Assessments/Grading

Mastery of the "VSW
Core"

Essentials of Effective
Instruction

Pre/Formative/Summative
assessments to guide all
learning plans

Staff development for
Differentiation & Learning
for All

"Resource"

Whatever it Takes

Transparent PLC processes

Consistent Processes &
Structures

Timely
Interventions

Demonstrating Learning
Reports - Jan/June

Differentiation for Learning for All VSW

Different processes for students

Different products for students

Different timing for students

Different classroom environment for students

Different structures for students

Different assessments for students

Different assessment processes for students

Different relationships with students

Different relationships with parents and families

Different collaboration with teachers and staff @ VSW

Different staff development and learning for teachers

Valley Southwoods
"Resource" PLC's - 2009-2010

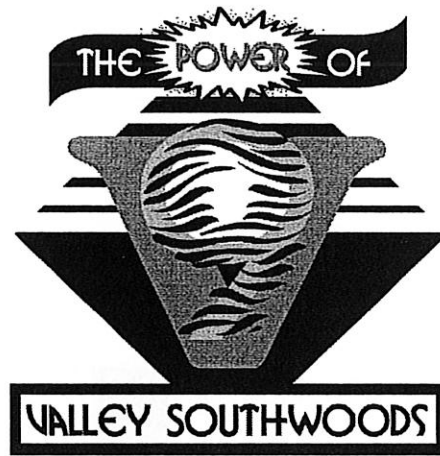
Thoughts & considerations to guide us next year:

- Goals for "Resource" in 09-10: 1. Learning for All students, 2. Building positive connections with students, 3. All assignments completed, 4. Outlet for immediate academic interventions in all subject areas, etc..
- From the day I arrived at VSW, I have been told that "getting resource time back at VSW is the key to our success." We must do a tremendous job with "Resource" next year so that we can make the case that "Resource" is a key component towards meeting the needs of our students.
- 3 kids will be assigned to core area teachers @ the beginning of school year using information from junior high teachers, counselors, and administrators.
- 3-4 students may be added to each core area teacher's roster for "Resource" in 09-10. Students added throughout the year will be students that are struggling at our school and/or will be students who will join "Resource" as positive role-models or peer tutors. The goal is to keep each teacher's daily roster in "Resource" at 7 students or less.
- "Resource" Teacher = "Personal Adult Advocate" for her/his 7 students
- "As Necessary" mandated assignments to "Resource:" We would like all departments and teams to work very closely together to assign students to "Resource" periods next year (not permanently, just for a time agreed upon by teachers) based on results from common assessments, missing work, lack of success with concepts or units, etc..
- Key to success of "Resource" = Dept. PLC's and Interdisc. PLC's working collaboratively to maximize the effectiveness of "Resource" time.
- Develop a reward / incentive system where students with C's or above and no missing work can move to "regular" study hall
- Take time at the beginning of the school year to connect with the parents of our "Resource" students.
- Students may check-out to "Resource" w/ a pre-signed pass or w/ teacher approval (Resource Teacher will monitor computer usage w/ pre-signed passes)
- Student "Resource" assignments may change within teams based on positive connections with teachers

Valley Southwoods 20 Success Interventions

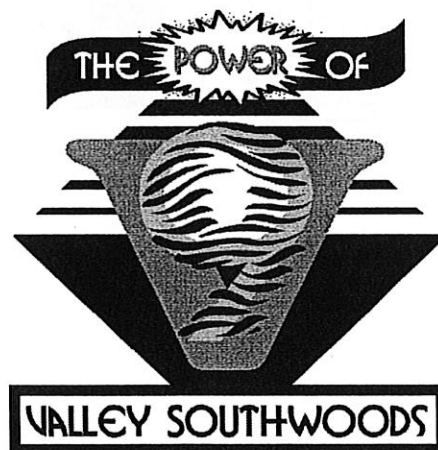
1. Build positive RELATIONSHIPS w/ individual students
2. Differentiate / Personalize instruction to the greatest extent possible for all students
3. Implement *Classroom Instruction That Works* strategies each day
4. Assess student aptitude prior to developing specific learning activities (pre-assessment)
5. Check academic progress of all students every 3 weeks and intervene immediately
6. Conduct team meetings with individual students and all teachers to build relationships and rapport with struggling learners
7. Conduct team meetings with students and families
8. Implement consistent homework guidelines (11 min p/ class, p/ day)
9. Implement consistent late-work guidelines (all work completed for credit)
10. Document interventions for at-risk students / those students under 40th % on ITBS
11. Provide late-work and/or homework to Study Hall monitors on daily basis
12. "ZAP" lunches on Mondays and Wednesdays for students that do not complete daily assignments (referrals for "ZAP" lunches will come from Mrs. Kern and Mrs. Felty after they have worked on getting late-work from students for two school days)
13. Run "9th Period" (Collab. schedule) once every 3 weeks to address missing and late-work and to implement extended learning and/or fun activities with students who have completed all of their assigned work
14. Implement "APEX Learning" at VSW
15. Schedule students to Teams during SH & before school
16. Utilize Associates to assist with at-risk learners
17. "Team Resource" = teachers available to work with students
18. Intensive academic interventions = pay a sub. Teacher to work one-on-one with struggling learners
19. Develop school-within-a-school program at VSW
20. Develop "Success Center" at VSW





THE POWER OF "9" TENETS:

9. SUCCESSFUL TRANSITIONS
8. GREAT FIRST YEAR OF HIGH SCHOOL
7. POSITIVE RELATIONSHIPS
6. RESPECT FOR ALL
5. SAFE ENVIRONMENT
4. MAKE LIFE-LONG MEMORIES
3. MEANINGFUL, CHALLENGING, & QUALITY CLASS WORK
2. ALL ASSIGNMENTS COMPLETED
- 1. FUN WHILE LEARNING**



VSW Pyramid of Interventions

Student Name: _____

Level IV

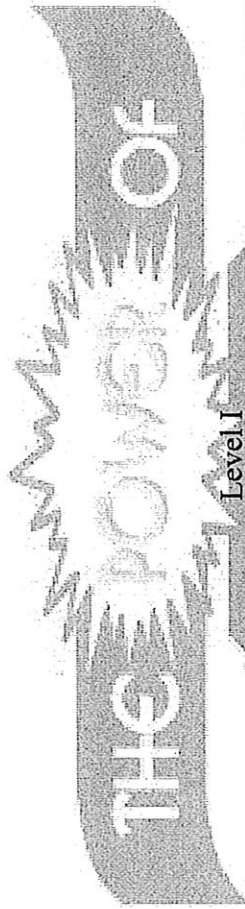
| Intervention | Team Member | System |
|---|-------------|---|
| <input type="checkbox"/> Referral to Alt. Setting | | <input type="checkbox"/> Referral to Behavioral Interventionist |
| <input type="checkbox"/> IEP | | <input type="checkbox"/> Connect with JCO |
| <input type="checkbox"/> 504 | | |
| <input type="checkbox"/> Summer School Ref. | | |
| <input type="checkbox"/> Night School Referral | | |
| <input type="checkbox"/> 504 Referral | | |
| <input type="checkbox"/> IEP Referral | | |
| <input type="checkbox"/> | | |

Level III

| Intervention | Team Member | System |
|---|-------------|---|
| <input type="checkbox"/> Zap Lunch w/Team Leader | | <input type="checkbox"/> TLP Terms - Winter - Spring - June |
| <input type="checkbox"/> 2 nd Parent meeting | | <input type="checkbox"/> APEX |
| <input type="checkbox"/> Team Leader Meeting w/Family | | <input type="checkbox"/> Wednesday After The Bell |
| | | <input type="checkbox"/> Employee and Family Resource |
| | | <input type="checkbox"/> Learning Lab |
| | | <input type="checkbox"/> Reading Resource |



VALLEY SOUTHWOODS



Level I

| Team Member | | System | |
|---|------|---|------|
| Intervention | Date | Staff Member | Date |
| <input type="checkbox"/> Teacher Meets 1:1 w/Student | | <input type="checkbox"/> Team Mtg. w/ Student | |
| <input type="checkbox"/> Personal Phone Call Home -concerns -assignments (missing/1wk late) -behavior -attendance (3 days) -tardies (3) | | <input type="checkbox"/> Zap Study Hall & 9 th Period | |
| <input type="checkbox"/> Conference w/ Student | | <input type="checkbox"/> Incompletes for Missing Assignments | |
| <input type="checkbox"/> Schedule "Flagged" Students On-Team. | | <input type="checkbox"/> I.C. Training for Parents | |
| <input type="checkbox"/> Zap Study Hall | | <input type="checkbox"/> Summer Transition Programming (to be developed) | |
| <input type="checkbox"/> Differentiated Work for Student | | <input type="checkbox"/> Grade Report Every 3 Weeks | |
| | | <input type="checkbox"/> Assign At-Risk Students to Small Group Study Halls | |
| | | <input type="checkbox"/> Obtain "Watch List" from Junior-High's | |
| | | <input type="checkbox"/> Review Observable Behaviors Checklist. | |



Student Name: _____

VSW
Pyramid of Interventions
Teacher Checklist
Individual Student Interventions

- ☐ Pre-Assessment to know all students as people (interests, hobbies)
- ☐ Pre-Assessment to know all students as learners (strengths, weaknesses, attitudes about courses / content, etc...)
- ☐ Analyze individual student information available on *Infinite Campus* at beginning of school year / semester.
- ☐ 1-on-1 meeting with student at first sign of difficulty (missing assignment, relationship issues, etc...)
- ☐ Phone call home to parents at first sign of difficulty (missing assignment, relationship issues, etc...)
- ☐ Implementation of Differentiated homework assignments for individual students
- ☐ Implementation of Differentiated learning plans for individual students
- ☐ Learning contract(s) with individual students
- ☐ Meeting with student, parents, and teacher
- ☐ Meeting with student, parents, teacher, and team leader

- ☐ Meeting with student, teacher, team leader, and interdisciplinary team
- ☐ 3 week progress reports sent home
- ☐ Consistent formative assessments
- ☐ Consistent learning interventions based on formative assessment data
- ☐ Re-learning activities following summative assessments
- ☐ Consistent communication with parents regarding classroom activities (monthly calendar and info. to all parents, etc...)
- ☐ Student assigned to Resource
- ☐ Student assigned to work with teacher before/after school
- ☐ Student assigned to work with teacher during an open period
- ☐ Student assigned lunch detention with teacher
- ☐ Student assigned lunch detention with team leader
- ☐ Student on ZAP list for Encore 9/Winter School/Spring School/Summer

☐ Phone calls home to parents on a regular basis – if issues continue

☐ Additional parent meetings with teachers, team leader, etc...

☐ Student assigned to special programs at VSW (L. Lab / R. Resource)

☐ Evaluation for special education

☐ Meeting process to consider alternative school programming