

East High Support Model: A Foundation for Scholar Success

Strand: Support

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Role of the University

From the EPO: What academic supports will you provide to students to drive achievement?

Theory of Practice

- Students need multiple opportunities to practice and to receive regular and specific feedback related to progress against standards, and to be given timely opportunities to use the feedback to re-do and improve.
- Should be flexible – driven by student need
- Pull aside, additional time model
- For ALL students – not only SWDs
- Support periods can be stacked, OR receive less support and have more electives

Context

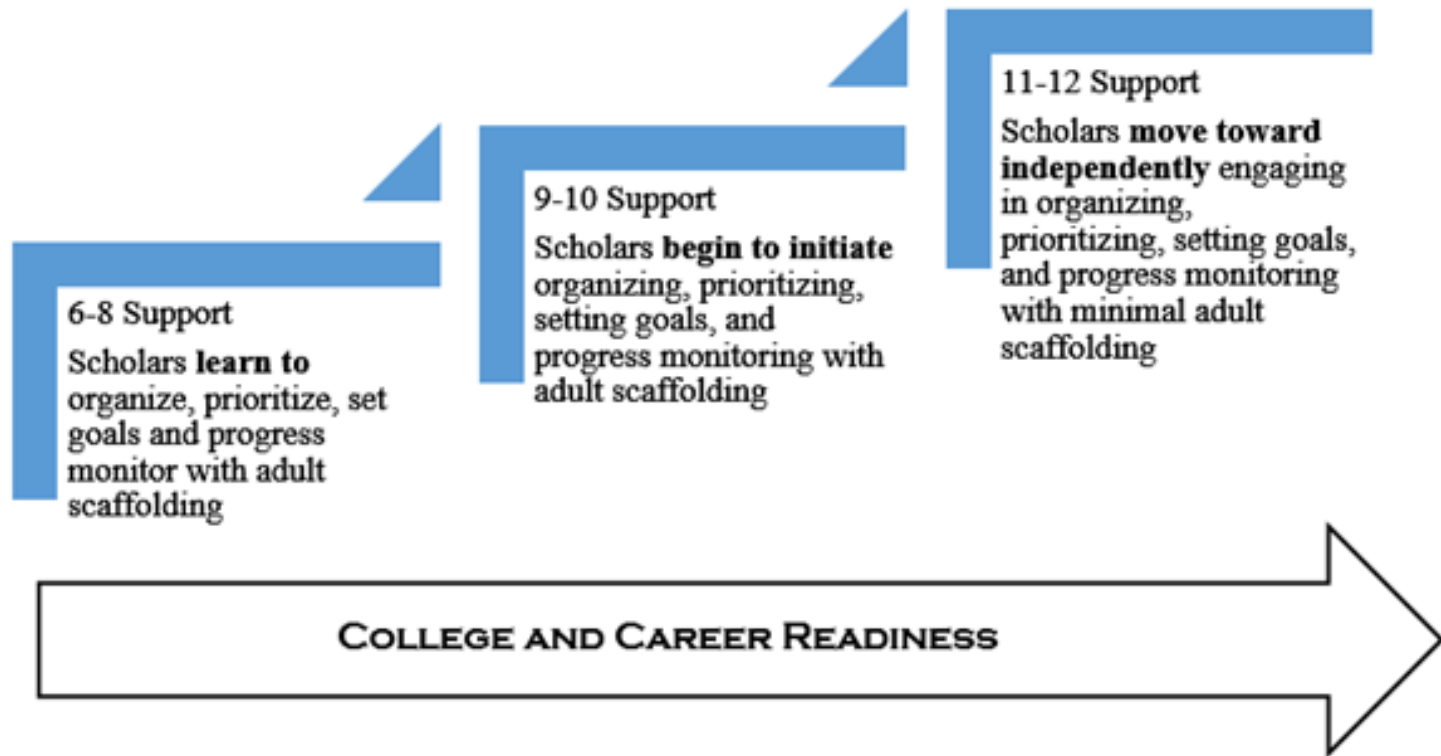
2014 –

- “Support” committee formed and led by Dr. Meier
- This model was implemented successfully at her former school, Greece Odyssey
- East teachers and administrators spent part of the school day observing their support model and asking questions

Summer 2015-

- East Special Education teachers met with 2 Greece Odyssey teachers to plan for support and adopt their systems.
- We quickly realized we needed to make it our own.

Evolution of the Initiative



What We've Noticed

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Upper School Support Year 1

Logistics

- Multiple different locations for each grade level
- 14 “Support Room Managers”
 - All SPED teachers with consulting responsibilities
- “Autonomous”
 - Structures provided through the PD from Greece CSD did not fit the number of scholars expected to be served through the East Support Model

Lessons Learned

- Consolidate support rooms into two locations (9/10 & 11/12)
- Limit the number of Support Room Managers
 - Need to reduce the consulting responsibilities for Managers
- Shift the focus on skill building and less on homework
- More focused Regents Prep
- Useable data system
- Need for a printer and supplies

Upper School Support Year 2

Medals

- Consistency & continuity established
- Skill based activities developed
- Increased access to assignments
- Collaboration with Literacy and ESOL
- Academic Coaches, Scholar of the Week, Fantasy Football Team Incentive, & Scholar Honor Wall
- Increased scholar accountability for goals & academic progress
- Implementation of Regents Review
- Community Volunteers

Missions

- Streamline data collection procedures
- Revisit small group instruction
- Rework logistics of literacy interventions
- Reduce focus on multiple exams
- Need for a Support Room Handbook
- Continued need for supplies budget
- Address inconsistent implementation of daily/weekly ritual of routines
- Adjust schedules to limit scholars with multiple periods of support

Upper School Support Year 3

Medals

- Castle Learning used to provide content area practice
- Teachers & scholars engage in progress monitoring/action planning
- Began implementation of targeted interventions
- Use of item analysis to identify instructional needs for 9/10 exams
- Created more instructional manipulatives for regents review
- Senior Exit Interview prep
- CDOS training

Missions

- Increase scholar accountability and adult implementation fidelity
- Reduce the number of scholars per support period
- Increase accessibility to assignments
- Revisit support room scholar/teacher expectations (i.e. cell phones)
- Logistics of more targeted interventions across content areas
- Securing a supply budget to maintain classroom supplies throughout the year
- Increase peer tutoring per the EPO

Lower School Year 1

Trial and Error

- Lack of Support Managers
- Lack of consistent structure, systems and expectations
- Lack of activities/materials for students to work on
- No way to motivate students to work or become invested in Support
- Adjustments due to challenges were unsuccessful

Lower School Year 1 & 2

Lessons Learned

- Frustration & panic → Quest for Structure
- Attempt at Rituals and Routines
- Mixed Results
- Advocacy for Lower School Support Managers for consistency between Upper and Lower

Year 3 Keys to Success

Keys to Success Lower School Support- Year 3



Leadership

- Full-time Support Managers at each grade level who take ownership over all aspects of the program.

Consistent Structure & Expectations across Classes and Grade levels

- All Support classes follow the same 4 rotations- Do Now, Flex Time, IP (either project or literacy intervention), reflection.
- There are consistent expectations across classes about work, the order of work that needs to be accomplished, and the amount of time spent doing different activities.
- This has created a strong culture for learning across Supports 6-8.

Consistent Systems across Classes and Grade levels for both Teachers & Students

- Google Drive folder for teachers to access class materials & directions ahead of class
- Daily agendas written and posted on Google Drive and in classrooms
- Flex bins- organized in the same way in every class. Flex materials updated on the same 2 week schedule.
- IP project materials- organized in packets that are updated every month. Additional scaffolds and materials available in designated area in each classroom.
- Student folders- located in class bins, plans of work for students who receive additional services during Support stapled to folders, Flex Time Priorities List that details order of activities for Flex Time attached to folder, folders contain reflection logs for grading

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Year 3 Big Wins

BIG WINS

Lower School Support- Year 3

Ticket System

Problems of Practice:

- Students struggle to prioritize work
- When there was no intrinsic urgency to do homework or missing work, students didn't do it or did very little.
- Students need opportunities to finish class assignments or work they missed.

Support Solution: The Ticket System

- Teachers can fill out a Support "Ticket" for a piece of work that an individual students or group of students needs to complete.
- The Ticket is printed on Purple paper so that it is clearly differentiated from other materials and easily identifiable for teachers and students
- The Ticket tells the teacher the assignment is for, the date it was assigned, the date it is due and includes directions for students so they know how to complete it
- Support Managers make any necessary copies of Tickets or the accompanying assignment and distribute Tickets in the individual student folders so that it can be completed during the next Support class



Year 3 Big Wins

BIG WINS

Lower School Support- Year 3

Academic Coaching

Problems of Practice:

- Students struggle to interpret grade reports and understand progress.
- Students struggle to identify actionable steps to improve their grades.
- Students struggle to take ownership for grades and their relationship to scholarly behaviors.
- Students struggle to follow through on academic goals they set for themselves.

Support Solution: Progress Monitoring Days

- Support teachers will be assigned a group of students for whom they will become an “academic coach.”
- Support teachers meet 1-1 with their students every 3 weeks on Progress Monitoring Days to review grade reports, discuss academic strengths and weaknesses and create 1 evidence-based academic goal.
- Support Teachers will record academic data and student goals in a Google Form during the meeting to collect data to track progress, so that it can be discussed in the next meeting and students can see if their goal was met.
- On Progress Monitoring days students have Flex Time for the entire class and can use their grade report to choose to work on any assignment they need to complete



Questions?

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