

**Secondary
School
Student
Support and
Interventions**

BUSD Educational Services

Why

Help students and families navigate systems and organization of school/college

Develop habits and for sustained achievement

Support students in the of face nonacademic barriers (health, bias, economic status)

How

Studies:

“Light touch” interventions have found modest short-term effects

What works:

Intensive, multiple-semester approaches

Advisors/coaches communicate with their students and families frequently

Develop skills and monitor academic performance regularly

Sinclair, et. al. (1998), Scrivener & Weiss (2009).

Sustained

A one-time “inoculation” of student support at the start of school **is not enough** to contribute to meaningful, long-term success.

Students encounter challenges throughout their academic careers, and support activities must be sustained across the entire experience.

“Intrusive” and Integrated

Supports can be made intrusive by:

Requiring participation in orientations and success courses

Make some form of advising mandatory

Proactively contact struggling students with the help of an early-alert system

(MAJOR CHALLENGE FOR NON-BUSD 9th Graders)

Integrated

Bringing support services staff and academic faculty members together

Focus on contextualizing non-academic skill building in academic setting

Think RTI Systems

Case management/Bridge connections to staff and families

Personalized

Students have differing levels of need when it comes to supports

Different students need different supports at different times - *personalization can yield more effective differentiation*

Intensive advising supports and builds relationships

Help students gain clarity about their academic and career goals

What

Middle School AVID

High School AVID

Middle School Bridge

BHS Bridge Program

BHS Intervention Counseling

AVID

Key Components of the Program

- Organizational skills that promote academic success
- Teachers participate in rigorous professional development that equips them with research based strategies to create high level student engagement across the core subjects
- Powerful relationships are established in the elective classes
- Elective teachers are provided up to 69 extra hours per year to meet, plan and implement AVID Program.
- **Challenge:** Finding reliable tutors for the Tutorial Sessions

AVID

High School Next Steps

- Ensure that all AVID Students entering Ninth Grade have access to AVID Elective Class, despite their assigned Program - SLC, IB or AC
- Work with Design Team to implement AVID Strategies in the Ninth Grade Design Plan, and train appropriate teachers and coaches.
- Monitor the course assignments for AVID Elective Students to ensure that they are taking rigorous classes - at least one AP Class and One College Class before graduation

AVID

Middle School Next Steps

- Train more middle school teachers in AVID Strategies (WICOR- Writing Inquiry Collaboration Organization Reading)
- Create a plan for Schoolwide Sixth Grade AVID Implementation in the core classes that would focus on study skills, time management and high expectations for all students
- Assess and implement opportunities for rigorous classes for AVID Elective Students

Middle School Bridge Program

- Strong teacher student relationship that is focused on academic progress
- Peer cohort model which supports students in establishing a support group
- Regular teacher to family communication
- Bridge Teachers are liaisons between students and their academic teachers

Middle School Bridge Program: NEXT

- PD for Bridge Teachers on AVID Strategies (Cornell Notes, Critical Reading, Time Management and Organizational Skills)
- Create a strong mentor relationship with community based organizations (COB, Faith-based, UCB - Service Groups)
- Provide Site Leadership by screening names of potential students in May, with the goal of offering a mandatory early start program for the incoming students.
- Establish a technology device sharing program for students who remain in the program for three years.
- Partner with the Office of Family Engagement and Equity to create Parent Education Workshops that are specifically designed to align to improved outcomes.

BHS Bridge Program

Key Components of the High School Bridge Program

Student support, monitoring, case management, and family communications are constants throughout the four-year cycle, the program emphasizes particular areas at each grade level along a progression parallel to the college pathway.

- **9th Grade** (Cohort 6): transition between middle school and high school, technology at BHS, student skills necessary for success, team building, parent connections to campus and communications
- **10th Grade** (Cohort 5): PSAT preparation, CSU/UC eligibility, college trips, AP/IB/Honors prep
- **11th Grade** (Cohort 4): AP skills, SBA / SAT/ACT preparation, college preparedness leadership skills/mentoring, Financial literacy
- **12th Grade** (Cohort 3): Personal statements, college applications, financial aid and scholarships, SAT/ACT tests
- **Class of 2014** (Cohort 1) **and 2015** (Cohort 2): maintain academic excellence, monitor and manage financial aid and scholarships, strengthen self-advocacy, resilience and time-management skills

BHS Bridge Program: NEXT

- As the cohorts are now graduating and moving to College, resources are needed to provide extended on-going support for these students (the City of Berkeley provides some support for teachers)
- Build the college mentoring program to pair Bridge High-School graduates with newer cohorts
- Replicate Bridge or Bridge-like programs in content courses (ELA, Math, etc.) to make a greater impact for students screened using the (STARS) Screen for Transitioning At-Risk Students (See High-School Intervention)
- Scheduled drop-in is essential during breaks, lunch and after-school

BHS Intervention Counseling and Team

The High-School Intervention Program is an early identification and intervention strategy that pre-identifies students who may struggle academically or socially and provide the necessary supports to interrupt patterns of underachievement.

With the LCAP funding, the Intervention Team formalized this process to serve two targeted groups:

- 9th Grade Focal Students supported by the High School Intervention Counselor
- 10th-12th Grade Cohort for Prioritized Intervention supported by the On-Campus Intervention and specific learning community staff

BHS Intervention - Next

- Need for sufficient resources as Focal Students need continued support after 9th grade and the screener is identifying more students.
- A College Counselor is needed to partner and support students Grades 9-12 for all students identified through the Intervention Screening process.
- Revise LCAP and program goals to serve students with academic and non-academic supports (already happening in Semester 1)
- Specific programs are needed to interrupt the pattern of low academic and high disciplinary incidences for African-American students, specifically those students who are also Socio-Economically Disadvantaged.

Considerations for the Future

- Potential Schoolwide AVID TK through 8
- AVID / AVID-skills factoring into redesigned 9th Grade
- Adopting a strong English Language Arts curriculum that embeds English Language Development embedded in the daily instruction
- Consolidating resources to concentrate efforts in alignment with the coordination of services plan
- Expanding Intervention services at BHS to serve more than just 9th grade

Key Questions

1. How do the unique needs of the students in the different intervention programs inform the future allocation of resources to interrupt academic and social patterns of failure (e.g. What does different look like?)
2. The qualitative data indicates that relationships play a key role in a student's academic and social success, how can staff continue to build authentic relationships with their students?