The Pyramid of Interventions

This graphic displays the multiple and varied steps taken at Stevenson High School to provide students with interventions that provide increasing levels of time and support when they experience difficulty in learning. Note that the goal is to find the level of support that will enable a student to be successful in the short term and to give the student the skills and dispositions that enable him or her to sustain that success without the need for ongoing intervention.

Counselor Watch Program Letter and Counselor Watch Referral Sheet

This letter is sent from a Stevenson High School counselor to each of the seven middle schools that send their students to Stevenson. It is used to begin the communication between the high school and middle schools that will identify the students who will need additional support as they enter Stevenson. Note that this communication enables the schools to develop a strategy for assisting students in their transition to high school months before they enroll.

Good Friend Program Letter

This letter is sent from a Stevenson counselor to a teacher who has volunteered to take a special interest in a student assigned to his or her class. The letter explains the purpose of the program.

Summer Skills Class Letter to Parents

Stevenson counselors send this letter to parents of designated incoming freshmen in the spring of the students’ eighth-grade year. These students have been identified through the Counselor Watch dialogues as needing additional academic support as they enter high school. Survival Skills for High School is designed to help students acquire the study skills necessary
for their success. Note that Stevenson offers a full array of summer school courses to all students and that it encourages parents of all entering freshmen to enroll their students in a summer school course. Over 80 percent of incoming freshmen take at least one course in the summer prior to high school, so there is no stigma attached to attending a summer school program. Note also that a foundation has been established to assist with the tuition cost for any student whose family is unable to pay the fee for the program.

The Freshman Mentor Program

This document explains the role of the faculty advisor and counselor in Stevenson’s Freshman Mentor Program. This program provides all freshmen with a teacher, counselor, and upperclassman mentor to assist with their transition to high school, to monitor their academic performance, and to answer any questions they might have throughout their first year of high school.

Professional Learning Communities Goal Setting Worksheet

Every entering Stevenson freshman completes this worksheet within the first month of school. It is monitored by the advisor and counselor and reviewed with the student throughout the year. The goal sheet asks students to identify what they hope to accomplish in high school, and the ongoing review sends the message that the staff is available to encourage and assist students in realizing their goals.

Cocurricular Sign-Up Sheet

All entering freshmen complete this sheet as they register for their courses in the spring prior to enrolling at Stevenson. It is intended to send the message that participation in cocurricular activities is an expectation rather than an invitation. Note that each student will receive a direct invitation from a coach or sponsor to attend the first meeting of the organization.

The Guided Study Program

This document clarifies expectations for students who are about to enter the Guided Study Program at Stevenson, a program designed to ensure that students will complete all homework and develop the skills and dispositions to be successful in every class.
Project PASS: Preparing All Students for Success

This document provides an overview of the strategies developed by the faculty at Boones Mill Elementary School to promote the success of every student. The principal and teachers are committed to implementing this comprehensive plan to clarify what each student is to learn, assess the learning of each student on a timely basis, provide additional time and support for students who experience difficulty, and create a school culture that promotes and celebrates the learning of students and staff.

Parent/Student Guide to Fifth-Grade Success

This document is an example of how teachers at Boones Mill attempted to make parents partners in the learning process and to use parents as a source of additional time and support. Note that the document clarifies what students should know and be able to do as they enter fifth grade as well as the knowledge and skills students should acquire as a result of their fifth-grade program. The document provides tips for parents and a series of questions they might use at home to reinforce student learning.

The Save One Student (SOS) Program

This document explains a program developed by Boones Mill staff to assign a caring adult to individual students in the school who need additional support. The document offers suggestions for initiating the relationship with the student and guidelines for working with the student.

Team Feedback Sheet

This document was used at Boones Mill to provide ongoing, two-way communication between each grade-level team and the principal. Teams would complete the feedback sheet after their meeting each week and submit it to the principal. She in turn used the feedback sheet to monitor the work of the teams and to respond immediately to any questions or concerns that they listed.

Critical Questions for Team Consideration

The goal of a professional learning community is to build a culture in which staff members collaborate on issues that will help students achieve at higher levels. The goal is not merely to collaborate, and in fact, much of what passes for collaboration in schools today is unlikely to have any impact on student
achievement. Stevenson High School created the critical questions to guide
the work of its collaborative teaching teams. Each question calls upon the
team to generate a product as its response to the issue that is being raised.
The questions can be extremely helpful in focusing the work of teams,
particularly if a staff works together to establish a timeline for considering
each question and generating the product that responds to it.

The Professional Learning Community Continuum

It is helpful to view the development of a professional learning community
as a process that moves through stages rather than as a dichotomy that
stipulates a school is or is not a PLC. This document provides a tool for
assessing a school’s progress through four stages of the PLC continuum:
pre-initiation, initiation, developing, and sustaining. The continuum is
most helpful when a staff is willing to engage in an honest and candid
assessment of their current reality and to cite examples and illustrations
to support their conclusions.

Cinco Ranch Target 30 Survey

Each year, Cinco Ranch administration and counselors identify thirty
freshmen who continue to experience difficulty and ask them to complete
a survey about their likes and dislikes regarding the school and offer their
perspectives on why they are experiencing difficulty. The findings are used
to develop strategies for meeting the needs of individual students and assess
the possibility of revising or adding programs to better serve students.

Cinco Ranch SMART Goals Worksheet

Cinco Ranch students use the SMART Goals Worksheet to set their SMART
goals, identify the resources and people they will need to help them achieve
their goals, the deadlines for achieving their goals, and to assess their
progress along the way.

Cinco Ranch Fish Camp

The school year at Cinco Ranch begins with Fish Camp—a freshman-only
day of orientation to help incoming students become acquainted with the
school. Upperclassmen assist freshmen as they follow their schedule, meet
their teachers, move from class to class, find their lockers, and learn the
layout of the building. This letter to parents announces Fish Camp and
outlines the details of the program.